

## **AGENDA**

**Meeting of the  
EIA and Improvement Mechanisms Subcommittee  
Monday, May 19, 2008  
11:00 AM, Room 201, Blatt Building**

- |      |   |                      |
|------|---|----------------------|
| I.   | Welcome and Introductions   | Mr. Bob Daniel       |
| II.  | Approval of the December 10, 2007<br>Meeting Minutes  | Mr. Bob Daniel       |
| III. | Information: Report on Alternative Technical<br>Assistance Schools  | Dr. Jo Anne Anderson |
| IV.  | Information: Update on FY2007-08 EIA Budgets<br>And FY2008-09 EIA and EAA Budgets and<br>Related Provisos | Ms. Melanie Barton   |

Adjournment

Subcommittee Members:

Mr. Bob Daniel, Chair  
Mr. Mike Brenan  
Rep. Bill Cotty  
Mr. Dennis Drew  
Mrs. Barbara Hairfield  
Mr. Neil Robinson  
Sen. Kent Williams

Harold C. Stowe  
CHAIRMAN

Alex Martin  
VICE CHAIRMAN

Michael R. Brenan

Bill Cotty

Robert C. Daniel

Thomas O. DeLoach

Dennis Drew

Mike Fair

Barbara B. Hairfield

Robert W. Hayes, Jr.

Buffy Murphy

Joseph H. Neal

Jim Rex

Neil C. Robinson, Jr.

Robert E. Walker

Kent M. Williams

Kristi V. Woodall

Jo Anne Anderson  
EXECUTIVE DIRECTOR

**Please Note  
TIME CHANGE**

**The EIA Subcommittee will  
meet at**

**11:00 A.M.**

**Minutes**  
**EIA and Improvement Mechanisms Subcommittee**  
**Meeting**  
**Monday, December 10, 2007**  
**10:00 a.m.**  
**Clarion Townhouse Downtown**

**Members Present:** Mr. Bob Daniel (Chair); Mr. Mike Brennan; Mr. Dennis Drew; Mrs. Barbara Hairfield, and Mr. Neil Robinson

**Other EOC Members Present:** Mr. Harold Stowe

**EOC Staff Present:** Dr. Jo Anne Anderson, Mrs. Melanie Barton, Dr. Katrina Greene, Dr. Paul Horne, and Mrs. Dana Yow

**Welcome and Introductions**

Mr. Daniel called the meeting to order.

**Approval of the Minutes of the December 4, 2007 Teleconference Meeting**

The minutes were approved as distributed.

**FY2008-09 EIA and EAA Budgets and Related Provisos**

The subcommittee considered the Technical Assistance proviso presented by the South Carolina Department of Education edited as requested by the subcommittee during the December 4, 2007 subcommittee teleconference. The subcommittee also considered other changes to the proviso. A motion was made and seconded to adopt the proviso as amended. The motion passed.

The subcommittee then considered a staff recommendation to reduce the appropriation increase for Palmetto Gold and Silver from \$1,750,000 to \$750,000 and shift the \$1 million to the Public Choice Innovation Schools Program, increasing the appropriation for the program by \$2,300,000 instead of \$1,300,000. A motion was made and seconded to approve the change. The motion passed.

**Adjournment**

There being no other items before the group, the subcommittee adjourned.

## EDUCATION OVERSIGHT COMMITTEE

### Subcommittee: EIA and Improvement Mechanisms

Date: May 19, 2008

#### INFORMATION

The EOC is charged with monitoring the effectiveness of the alternative technical assistance program.

#### PURPOSE/AUTHORITY

Through the 2005-2006 General Appropriations Act, South Carolina's General Assembly authorized exceptions to the state-defined technical assistance to underperforming schools. In lieu of the assignment of teacher specialists and other state identified personnel, schools were able to apply to become Alternative Technical Assistance (ATA) schools and receive between \$100,000 and \$300,000 "for a minimum of three years in order to implement fully systemic reform and to provide opportunity for building local education capacity." The provision also directs the Education Oversight Committee (EOC) to "monitor the effectiveness of the alternative technical assistance program." Schools participating in the alternative program are expected to make progress as any other school.

#### CRITICAL FACTS

Eleven schools applied for ATA funding in 2005.. Seven applications were approved by the South Carolina Department of Education (SCDE), however only five of the seven schools accepted funding under ATA instead of the state-defined model of technical assistance. Of the five, four schools modeled their reform efforts based on the Milken Family Foundation's Teacher Advancement Program (TAP) while the remaining school chose a ninth grade academy reform. The following are the five 2005-2006 ATA schools with their approved, research-based, reform models:

District	School	Model/Program
Beaufort	Whale Branch Middle	TAP
Darlington	Spaulding Elementary	TAP
Darlington	West Hartsville Elementary	TAP
Laurens 56	M.S. Bailey Elementary	TAP
Orangeburg 3	Lake Marion High	Ninth Grade Academy

#### TIMELINE/REVIEW PROCESS

A descriptive report on the schools was provided in June 2006 to the EOC and SCDE, with subsequent reports planned following two and three years of operation to determine academic progress and impact on school and student performance.

#### ECONOMIC IMPACT FOR EOC

**Cost:** No fiscal impact beyond current appropriations

**Fund/Source:**

#### ACTION REQUEST

For approval

☒ For information

#### ACTION TAKEN

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Interim Report  
Alternative Technical Assistance

May 2008

## Introduction

Through the 2005-2006 General Appropriations Act, South Carolina's General Assembly authorized exceptions to the state-defined technical assistance to underperforming schools. In lieu of the assignment of teacher specialists and other state identified personnel, schools were able to apply to become Alternative Technical Assistance (ATA) schools and receive between \$100,000 and \$300,000 "for a minimum of three years in order to implement fully systemic reform and to provide opportunity for building local education capacity." The provision also directs the Education Oversight Committee (EOC) to "monitor the effectiveness of the alternative technical assistance program." Schools participating in the alternative program are expected to make progress as any other school.

Eleven schools applied for ATA funding. Seven applications were approved by the South Carolina Department of Education (SCDE), however only five of the seven schools accepted funding under ATA instead of the state-defined model of technical assistance. Of the five, four schools modeled their reform efforts based on the Milken Family Foundation's Teacher Advancement Program (TAP) while the remaining school chose a ninth grade academy reform. The following are the five 2005-2006 ATA schools with their approved, research-based, reform models:

District	School	Model/Program
Beaufort	Whale Branch Middle	TAP
Darlington	Spaulding Elementary	TAP
Darlington	West Hartsville Elementary	TAP
Laurens 56	M.S. Bailey Elementary	TAP
Orangeburg 3	Lake Marion High	Ninth Grade Academy

A descriptive report on the schools was provided in June 2006 to the EOC and SCDE, with subsequent reports planned following two and three years of operation to determine academic progress and impact on school and student performance.

## Technical Assistance Funding

Over the past three years, the schools have been allocated technical assistance funding as detailed below:

School	2005-2006	2006-2007	2007-2008
Whale Branch Middle	\$125,400	\$125,400	\$125,400
Spaulding Elementary	100,000	100,000	100,000
West Hartsville Elementary	109,200	109,200	109,200
M.S. Bailey Elementary <sup>1</sup>		100,000	100,000
Lake Marion High	300,000	300,000	300,000

---

<sup>1</sup> MS Bailey closed at the beginning of the 2007-2008 fiscal year as an elementary school. The students were transferred to Clinton Elementary, a school rated Below Average, \$51,985 was added to the technical assistance funds for Clinton Elementary.

### Teacher Advancement Program Schools

The Teacher Advancement Program (TAP) was developed by the Milken Family Foundation to promote changes in the structure of the teaching profession through incorporation of four critical elements: (1) multiple career paths which allow teacher to pursue a variety of positions throughout their careers; (2) on-going applied professional growth focusing on the identified needs drawn from the instructional issues in the setting; (3) instructionally focused accountability for adherence to standards of practice and student academic growth and (4) performance-based compensation.

At the time the four ATA schools entered the TAP program, approximately twenty schools in South Carolina were using the TAP system to improve the schools. Today there are 40 TAP schools. The TAP program is administered through a \$34 million federal grant to the South Carolina Department of Education (SCDE) focusing on teacher incentives.

The overall performance history of the ATA-TAP schools is displayed below:

Table 1  
Absolute Performance Measures for ATA-TAP Schools  
2005-2007

School	2005 Absolute Rating		2006 Absolute Rating		2007 Absolute Rating	
	Index	Rating	Index	Rating	Index	Rating
Whale Branch Middle	2.5	Below Average	2.3	Unsatisfactory	2.3	Unsatisfactory
Spaulding	2.3	Unsatisfactory	2.5	Below Average	2.7	Below Average
West Hartsville	2.6	Below Average	2.6	Below Average	2.8	Below Average
MS Bailey	2.6	Below Average	2.6	Below Average	2.3	Unsatisfactory

Source: Annual School Report Cards, 2005, 2006, 2007. South Carolina Department of Education.

The performance of students on the Palmetto Achievement Challenge Tests is examined across the three years to deepen understanding beyond the indices and ratings designations shown above.

Table 2  
ATA-TAP Schools Performance on Palmetto Achievement Challenge Tests  
2005-2007

School/year	English Language Arts		Mathematics		Science		Social Studies	
	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above
Whale Branch 05	44.2	15.8	49.9	18.2	60.1	10.2	44.9	14.9
Whale Branch 06	46.7	14.8	47.1	14.4	67.8	3.9	53.7	7.9

School/year	English Language Arts		Mathematics		Science		Social Studies	
	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above	% Below Basic	% Proficient & Above
Whale Branch 07	50.6	13.8	54.8	11.9	60.6	12.9	50.7	10
Spaulding 05	61	10.8	47.5	11.6	78.5	5.3	50.2	6.2
Spaulding 06	35.8	14.7	43.2	13.7	73.8	6.6	45.6	11.3
Spaulding 07	36.8	22.4	35.1	17.4	49.6	15.8	37.4	19.4
West Hartsville 05	46.7	16.4	38.9	18.5	63.1	12.4	59.1	9.3
West Hartsville 06	37.1	18.3	34.2	26.1	60.3	15	51.5	15.6
West Hartsville 07	35.5	20.5	28.5	18.3	43.8	30.8	39.3	17.3
MS Bailey 05	45.5	18.8	29.5	14.3	52.7	11.6	46.4	3.6
MS Bailey 06	46.2	2.7	32.1	17	56.6	11.3	45.3	10.4
MS Bailey 07	38.1	15.5	40.8	14.3	67.2	6.5	44.4	7.9

Note: Scores percentages are taken from No Child Left Behind performance reports published on the annual school report cards.

The data displayed in Table 2 are shaded in color to represent improvements in performance over the prior academic year; that is, a reduction in the percentage of students scoring below basic and an increase in the percentage of students scoring proficient and advanced are deemed improvements and shaded green. In contrast, increases in the percentage of students scoring below basic and decreases in the percentage of students scoring proficient and advanced are deemed declines and shaded red.

The two elementary schools in the Darlington County School District are outperforming the two other ATA-TAP schools, as measured by student performance generally (percentages of students by category) and as determined by improvements over the prior academic year. In 2007 Whale Branch Middle performed lower than the school had performed in 2005. M. S. Bailey Elementary closed as an elementary school at the end of the 2007 school year; the school is now a special center for four-year-olds.

The annual school and district report card system incorporate information on programs, resources, teacher qualifications to enable examination of the elements that may contribute to or detract from performance, including teacher, student and parent



satisfactions levels with the learning environment, the social and physical environment and home-school relations. . The 2007 school profile information for each of the schools is provided in Appendix A. Changes over the previous year and comparisons to the median elementary or middle school contribute to our knowledge of the context in which the programs are operating.

Whale Branch Middle School profile data indicate relative stability in many aspects of the program compared to the previous year. with the exception of a new principal. Data on those factors associated with higher achievement indicate challenges greater than the typical middle school, despite significantly more funds expended per pupil. Teacher satisfaction declined in 2007 on each of the three dimensions as did parent satisfaction with the learning environment.

When compared either to 2006 or to median elementary schools, M. S. Bailey Elementary School data point to several organizational challenges. The school had a new principal. Teacher attendance rates, the three-year average proportion of teachers returning from the previous year, and days dedicated to professional development all declined. The school expended 24 percent more dollars than it had in the previous year yet spent a much smaller proportion on teacher salaries and instruction. Teachers and students reported higher satisfaction levels with learning and social-physical environments in 2007 than they did in 2006; parents and teachers also expressed greater satisfaction with home school relations.

The two elementary schools in Darlington County School District exhibit similar traits when the profile information is examined. While each has a relatively new teacher corps (evident in advanced degrees, continuing contract status, salaries and returning from the previous year), each is led by a principal who has been at the school for four years. These two schools spend far less per pupil than Whale Branch Middle School and M. S. Bailey Elementary School; however, substantially larger proportion of those dollars is spent on teacher salaries and instruction. Teachers, students and parents at West Hartsville Elementary expressed higher levels of satisfaction on almost every factor; at Spaulding Elementary teachers and parents expressed higher satisfaction although there were slight declines in student satisfaction. Spaulding Elementary School received a Palmetto Silver Award in 2006; West Hartsville Elementary School received a Palmetto Silver Award in 2007.

#### Ninth Grade Academy

Lake Marion High School (LMHS) in Orangeburg School District Three serves students living in the attendance areas previously served by Holly Hill-Roberts High School and Elloree High School. LMHS was constituted as a new school during the 2004-2005 school year and moved into a new campus in August 2005. The first report card was issued in November 2005. Because the high school ratings data accumulate over a longer period of time, LMHS did not receive a rating until 2007.

LMHS is using a ninth grade academy model. The program is designed to ensure a successful transition from middle school to high school through the use of smaller learning communities, supplementary experiences and greater student-parent-school interaction. Using the freshman class of 2005-2006 as the first "freshman academy class", we anticipate the students graduating in spring 2009.

In 2005, 2006 and 2007 high schools were rated on four factors: passage rate for first-attempt takers of the High School Assessment Program (HSAP); longitudinal HSAP passage rates; eligibility for LIFE scholarships and the four-year on-time graduation rate. Beginning in 2008 student performance on the end-of-course assessments replaced the LIFE scholarship criterion. While no rating has been calculated LMHS performance on these factors is show below:

Factor	2005	2006	2007
1 <sup>st</sup> attempt HSAP	55.10 %	60.3 %	62.8 %
HSAP longitudinal	na	na	80.9
LIFE Scholarship	1.8 %	0	na
End-of-course passage		43.9 %	54.6 %
On-time Graduation Rate	na	na	56.8 %

These data suggest that the school is progressively more successful over time. Examinations of the performance of schools similar in student population (i.e., with similar levels of student poverty) indicates that LMHS is outperforming her peers on the end-of-course assessments but slightly underperforming on the other factors.

The school profile data often provide a context to understand the outcome data. The school has been led by the same principal for 3.5 years; the percentage of teachers on provisional or emergency contracts has declined as has the percentage of students older than usual for grade. In contrast to the four elementary schools, LMHS spent fewer dollars per student in 2006-2007 than it did in previous years. Over half of these dollars (52 percent) were spent on teacher salaries within an overall instructional expenditure percentage of 61 percent which is similar to the Darlington County School District TAP-ATA schools. The report card information demonstrates dramatic gains in satisfaction between 2005 and 2006 with increases in teacher satisfaction continuing into 2007.

### Summary

Of the five schools participating in the Alternative Technical Assistance three are demonstrating strong progress, either evident in overall performance measures or in the factors represented on the school profile. One school, M. S. Bailey Elementary School, has been restructured as an early childhood center. Whale Branch Middle School continues in the technical assistance program. The schools utilizing TAP-ATA as the technical assistance model must begin to plan for continuation of the system when state funds are no longer available.

## Appendix A

School Profile Pages from 2007 Annual School and District Report Cards



## Whale Branch Middle

2009 Trask Parkway  
Seabrook, South Carolina 29906

<b>Grades</b>	6–8 Middle School	
<b>Enrollment</b>	359 Students	
<b>Principal</b>	Bill Payne	843–466–3000
<b>Superintendent</b>	Dr. Valerie Truesdale	843–322–2300
<b>Board Chair</b>	Fred Washington	843–322–2356

# THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
<b>2007</b>	<b>Unsatisfactory</b>	<b>Below Average</b>
2006	Unsatisfactory	Below Average
2005	Below Average	Below Average
2004	Below Average	Average
2003	Below Average	Below Average

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

# **PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2006–07 whose 2005–06 test scores were located.

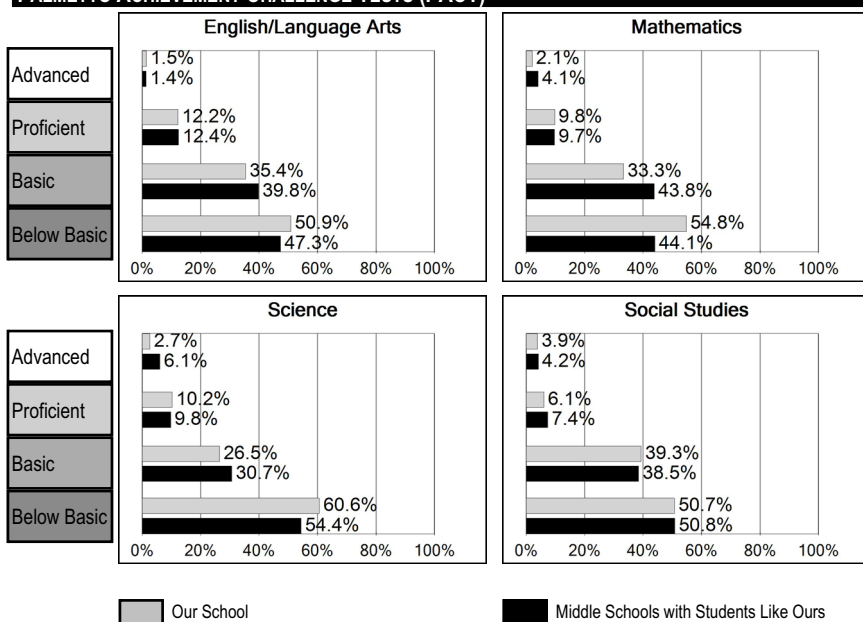
93.8%

## **ABSOLUTE RATING OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	16	35

\* Ratings are calculated with data available by September 30.

## **PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**



\* Middle Schools with Students Like Ours are middle schools with Poverty Indices of no more than 5% above or below the index for this school.

## **DEFINITION OF CRITICAL TERMS**

<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
<b>Proficient</b>	Well prepared to work at next grade level; met expectations
<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

## **Abbreviations for Missing Data**

**N/A** Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	86.9
English 1	78.9	76.5
Physical Science	N/A	25.6
All Tests	86.2	80.1

**SCHOOL PROFILE**

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n= 359)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.4%	Down from 10.9%	12.9%	18.2%
Retention rate	1.8%	Down from 5.2%	4.1%	2.2%
Attendance rate	93.8%	Down from 96.0%	95.3%	95.7%
Eligible for gifted and talented	13.1%	Up from 9.0%	9.0%	14.6%
With disabilities other than speech	14.1%	Down from 16.5%	13.1%	11.7%
Older than usual for grade	5.0%	Down from 8.6%	3.5%	2.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 13.3%	1.1%	0.7%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 30)</b>				
Teachers with advanced degrees	50.0%	Down from 51.4%	51.5%	53.6%
Continuing contract teachers	63.3%		66.0%	73.3%
Teachers with emergency or provisional certificates	4.0%	Down from 6.5%	9.1%	5.0%
Teachers returning from previous year	70.8%	Down from 76.3%	77.1%	83.3%
Teacher attendance rate	93.2%	Up from 91.3%	94.8%	95.1%
Average teacher salary	\$45,386	Up 4.0%	\$42,349	\$43,485
Prof. development days/teacher	9.7 days	Down from 12.4 days	12.3 days	12.4 days
<b>School</b>				
Principal's years at school	1.0	No change	2.3	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 16.9 to 1	18.6 to 1	20.5 to 1
Prime instructional time	84.4%	Up from 83.0%	88.5%	89.3%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 93.9%	97.3%	97.7%
Character development	Good	No change	Good	Good
Dollars spent per pupil*	\$9,440	Down 4.6%	\$7,847	\$6,602
Percent of expenditures for instruction*	63.0%	Down from 66.2%	62.1%	64.8%
Percent of expenditures for teacher salaries*	60.1%	Up from 59.2%	56.4%	60.0%

\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Several initiatives were put in place during the 2006-2007 year and made a positive impact on student achievement. The initiatives addressed teacher morale, parent participation, promotion rate, and communication between the school and community.

Standardized and school-wide testing data is continually used to identify student strengths and weaknesses and to evaluate the effectiveness of initiatives and programs. We maintain single-gender classes in sixth and seventh grade and track student progress. We identified cluster goals, methods and strategies to assist students who score below basic.

Pride continues to escalate at Whale Branch Middle School. Parent involvement is on the rise in curricular as well as extra-curricular activities.

Students have improved their writing skills. Many students entered the DAR (Daughters of the American Revolution) essay contest. Three students won first place honors in the county and district contest. Two students were second and third place district winners.

We also celebrated success among our staff by having one teacher achieve National Board Certification.

We are proud of our arts integration/infusion program, and WBMS has been awarded an arts integration grant for 2007-2008.

The quality of professional development at WBMS has been enhanced through the second year of involvement in the Teacher Advancement Program (TAP). The impact is noted in student achievement and quality of instruction.

With a total commitment by all WBMS staff, parents, and community supporters, we believe improvements will continue, and Whale Branch Middle School will live up to its motto....."Where Bright Minds Soar".

Bill Payne, Principal  
Marilyn Fields, SIC Co-Chair  
Cynthia Perry, SIC Co-Chair

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	119	40
Percent satisfied with learning environment	62.5%	76.5%	71.1%
Percent satisfied with social and physical environment	62.5%	82.2%	65.0%
Percent satisfied with school-home relations	33.3%	84.9%	73.7%

\*Only students at the highest middle school grade level at this school and their parents were included.

# NO CHILD LEFT BEHIND

## SCHOOL ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 17 objectives. The objectives included performance and participation of students in various groups.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	6.9%	9.0%

---

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	20.5%	0.0%	No
Student attendance	93.8%	94.0%*	No

\*or greater than last year

### Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample



**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>											
All Students	374	98.9	50.6	35.6	12.3	1.5	20.7	44.5	46.8	No	Yes
<b>Gender</b>											
Male	224	98.2	56.4	33.3	9.7	0.5	16.9	37.2	40.1	N/A	N/A
Female	150	100.0	42.4	38.8	15.8	2.9	25.9	52.4	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	45	100.0	21.1	47.4	31.6	0.0	52.6	62.4	58.7	I/S	Yes
African American	318	98.7	54.4	34.5	9.8	1.4	16.4	27.6	30.3	No	Yes
Asian/Pacific Islander	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	70.8	69.0	I/S	I/S
Hispanic	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.4	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	42.9	45.8	I/S	I/S
<b>Disability Status</b>											
Disabled	55	98.2	91.1	8.9	0.0	0.0	4.4	13.9	15.9	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	100.0	26.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	26.1	33.1	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	304	99.0	53.3	34.7	10.6	1.5	18.6	29.0	32.3	No	Yes

**Mathematics – State Performance Objective = 36.7%**

All Students	372	100.0	54.8	33.3	9.8	2.1	18.8	29.0	32.3	No	Yes
<b>Gender</b>											
Male	222	100.0	56.3	34.0	7.1	2.5	16.8	29.0	32.3	N/A	N/A
Female	150	100.0	52.5	32.4	13.7	1.4	21.6	29.0	32.3	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	45	100.0	28.9	50.0	18.4	2.6	36.8	29.0	32.3	I/S	Yes
African American	316	100.0	58.5	31.1	8.3	2.1	15.9	29.0	32.3	No	Yes
Asian/Pacific Islander	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	32.3	I/S	I/S
Hispanic	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	32.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	32.3	I/S	I/S
<b>Disability Status</b>											
Disabled	55	100.0	95.7	2.2	2.2	0.0	2.2	29.0	32.3	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	32.3	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	32.3	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	302	100.0	57.5	32.4	8.7	1.5	16.0	29.0	32.3	No	Yes

\* Adj – Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	252	99.2	60.6	26.5	10.2	2.7	12.8	25.0	33.0	93.8	96.0
<b>Gender</b>											
Male	154	99.4	61.9	25.2	9.4	3.6	12.9	27.0	34.0	93.0	95.8
Female	98	99.0	58.6	28.7	11.5	1.1	12.6	24.0	31.0	95.0	96.1
<b>Racial/Ethnic Group</b>											
White	28	100.0	28.0	28.0	32.0	12.0	44.0	41.0	45.0	93.9	95.9
African American	218	99.1	64.8	26.0	7.7	1.5	9.2	11.0	15.0	93.8	95.9
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	39.0	55.0	N/A	96.9
Hispanic	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	11.0	22.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	46.0	33.0	N/A	96.8
<b>Disability Status</b>											
Disabled	35	97.1	89.3	7.1	0.0	3.6	3.6	11.0	13.0	92.9	95.0
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	8.0	21.0	N/A	96.4
<b>Socio-Economic Status</b>											
Subsidized meals	204	99.0	63.4	26.8	7.7	2.2	9.8	13.0	19.0	93.4	95.6
<b>Social Studies</b>											
All Students	250	100.0	50.7	39.3	6.1	3.9	10.0	25.0	30.0	93.8	96.0
<b>Gender</b>											
Male	146	100.0	53.8	33.8	8.5	3.8	12.3	27.0	32.0	93.0	95.8
Female	104	100.0	46.5	46.5	3.0	4.0	7.1	24.0	28.0	95.0	96.1
<b>Racial/Ethnic Group</b>											
White	29	100.0	20.8	45.8	12.5	20.8	33.3	39.0	40.0	93.9	95.9
African American	214	100.0	55.1	38.4	5.1	1.5	6.6	11.0	16.0	93.8	95.9
Asian/Pacific Islander	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	48.0	54.0	N/A	96.9
Hispanic	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	16.0	23.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	22.0	31.0	N/A	96.8
<b>Disability Status</b>											
Disabled	37	100.0	83.9	9.7	3.2	3.2	6.5	9.0	14.0	92.9	95.0
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	16.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	14.0	23.0	N/A	96.4
<b>Socio-Economic Status</b>											
Subsidized meals	201	100.0	54.3	37.0	5.4	3.3	8.7	13.0	18.0	93.4	95.6

**Abbreviations for Missing Data**

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
<b>English/Language Arts</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	140	92.9	55.6	26.5	16.2	1.7	17.9
	7	139	89.2	54.8	39.4	5.8	0.0	5.8
	8	139	88.5	29.4	50.5	19.3	0.9	20.2
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	107	99.1	48.5	33.3	15.2	3.0	18.2
	7	132	99.2	51.2	34.7	12.4	1.7	14.0
	8	135	98.5	51.8	38.6	9.6	0.0	9.6

<b>Mathematics</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	140	93.6	51.3	35.3	12.6	0.8	13.4
	7	139	89.2	44.8	41.9	9.5	3.8	13.3
	8	139	88.5	45.0	38.5	12.8	3.7	16.5
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	107	100.0	50.0	36.0	14.0	0.0	14.0
	7	131	100.0	55.4	26.4	12.4	5.8	18.2
	8	134	100.0	58.3	38.3	3.5	0.0	3.5

<b>Science</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	140	97.9	80.2	19.8	0.0	0.0	0.0
	7	139	93.5	72.0	22.0	5.1	0.8	5.9
	8	139	89.9	50.8	43.4	5.7	0.0	5.7
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	53	98.1	67.3	22.4	8.2	2.0	10.2
	7	131	100.0	57.0	28.1	10.7	4.1	14.9
	8	68	98.5	62.5	26.8	10.7	0.0	10.7

<b>Social Studies</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	140	97.9	54.8	35.7	8.7	0.8	9.5
	7	139	92.8	61.9	32.2	5.9	0.0	5.9
	8	139	88.5	44.6	47.1	7.4	0.8	8.3
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	53	100.0	28.0	44.0	20.0	8.0	28.0
	7	131	100.0	62.0	30.6	3.3	4.1	7.4
	8	66	100.0	46.6	53.4	0.0	0.0	0.0

**Abbreviations for Missing Data**

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample



## M S Bailey Elementary

625 Elizabeth Street  
Clinton, SC 29325

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	265 Students	
<b>Principal</b>	Carol Ann Barnes	864-833-0836
<b>Superintendent</b>	Dr. Wayne Brazell	864-833-0800
<b>Board Chair</b>	Linda Darby	864-697-5100

# THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
<b>2007</b>	<b>Unsatisfactory</b>	<b>Unsatisfactory</b>
2006	Below Average	Unsatisfactory
2005	Below Average	Below Average
2004	Below Average	Average
2003	Below Average	Unsatisfactory

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2006–07 whose 2005–06 test scores were located.

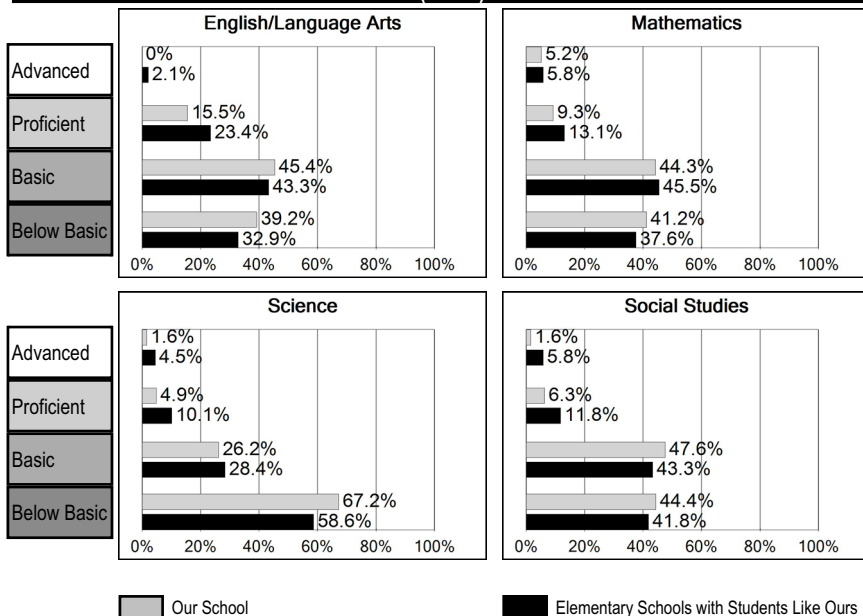
95.5%

## ABSOLUTE RATING OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	Unsatisfactory
1	2	19	75	56

\* Ratings are calculated with data available by September 30.

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



\* Elementary Schools with Students Like Ours are elementary schools with Poverty Indices of no more than 5% above or below the index for this school.

## DEFINITION OF CRITICAL TERMS

<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
<b>Proficient</b>	Well prepared to work at next grade level; met expectations
<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

## Abbreviations for Missing Data

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 265)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.9%	Up from 4.1%	3.8%	2.6%
Attendance rate	95.4%	Up from 92.4%	95.9%	96.2%
Eligible for gifted and talented	0.9%	Down from 1.7%	3.5%	10.4%
With disabilities other than speech	10.6%	Down from 11.5%	7.1%	7.1%
Older than usual for grade	0.0%	No change	1.6%	1.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 19)</b>				
Teachers with advanced degrees	57.9%	Up from 52.6%	53.0%	56.3%
Continuing contract teachers	73.7%		73.1%	79.8%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	76.9%	Down from 79.7%	82.5%	86.7%
Teacher attendance rate	93.5%	Down from 95.7%	95.0%	95.1%
Average teacher salary	\$43,160	Down 1.1%	\$42,575	\$43,872
Prof. development days/teacher	8.4 days	Down from 18.9 days	14.3 days	13.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 18.9 to 1	16.6 to 1	18.5 to 1
Prime instructional time	86.0%	Down from 86.5%	89.1%	89.8%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development	Average	Down from Good	Good	Excellent
Dollars spent per pupil*	\$11,176	Up 24.5%	\$7,913	\$6,753
Percent of expenditures for teacher salaries*	49.2%	Down from 51.2%	61.2%	65.3%
Percent of expenditures for instruction*	57.4%	Down from 58.4%	67.3%	69.3%

\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

M. S. Bailey Elementary School closed its doors May 25, 2007 as an elementary school in Laurens County School District 56 and will reopen in the fall of 2007 as a child development center. This year has been especially meaningful to the community, students and staff members as a year of not only remembrance, but a year of continued growth.

We concentrated on reading comprehension throughout the year as part of our regular staff development in cluster groups. Students were exposed to and expected to implement a variety of reading comprehension strategies in all subject areas. During weekly cluster groups, teachers developed and analyzed targeted reading comprehension strategies.

Again this year, Measures of Academic Progress (MAP) was our means of assessing student growth. Students in grades 2-5 were tested in the areas of reading, math and science at least two times throughout the year. Primary testing was also available for students in 5K and grade one. Ninety-three percent of our students in grades 2-5 met at least one of their academic growth goals. This is a remarkable accomplishment for our students, as 84% of the students qualify for free or reduced-price lunch.

Look out world. Here we come!

Carol Anne Barnes, Principal  
Holly Worthy, SIC Chair

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	37	12
Percent satisfied with learning environment	94.7%	88.2%	66.7%
Percent satisfied with social and physical environment	94.7%	91.7%	81.8%
Percent satisfied with school-home relations	78.9%	91.9%	54.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.

# NO CHILD LEFT BEHIND

## SCHOOL ADEQUATE YEARLY PROGRESS

**NO**

This school met 12 out of 17 objectives. The objectives included student performance, graduation rate, student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance	95.4%	94.0%	Yes

\*or greater than last year

### Abbreviations for Missing Data

**N/A** Not Applicable

**N/AV** Not Available

**N/C** Not Collected

**N/R** Not Reported

**I/S** Insufficient Sample



**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>											
All Students	102	99.0	38.1	46.4	15.5	0.0	28.9	36.0	46.8	Yes	Yes
<b>Gender</b>											
Male	42	97.6	60.5	23.7	15.8	0.0	18.4	30.1	40.1	N/A	N/A
Female	60	100.0	23.7	61.0	15.3	0.0	35.6	41.9	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	44	97.7	36.6	48.8	14.6	0.0	24.4	44.8	58.7	No	Yes
African American	58	100.0	39.3	44.6	16.1	0.0	32.1	24.7	30.3	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	33.3	69.0	I/S	I/S
Hispanic	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	35.7	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	45.8	I/S	I/S
<b>Disability Status</b>											
Disabled	27	100.0	74.1	25.9	0.0	0.0	11.1	11.0	15.9	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.2	33.1	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	85	100.0	40.7	48.1	11.1	0.0	25.9	25.3	32.3	Yes	Yes
<b>Mathematics – State Performance Objective = 36.7%</b>											
All Students	102	100.0	40.8	44.9	9.2	5.1	18.4	36.9	45.8	No	Yes
<b>Gender</b>											
Male	42	100.0	53.8	30.8	10.3	5.1	17.9	36.5	45.1	N/A	N/A
Female	60	100.0	32.2	54.2	8.5	5.1	18.6	37.4	46.6	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	44	100.0	47.6	42.9	7.1	2.4	14.3	47.6	59.2	No	Yes
African American	58	100.0	35.7	46.4	10.7	7.1	21.4	22.6	26.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	33.3	71.6	I/S	I/S
Hispanic	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	46.7	37.6	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	45.7	I/S	I/S
<b>Disability Status</b>											
Disabled	27	100.0	85.2	14.8	0.0	0.0	0.0	10.2	17.2	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.8	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	42.3	37.0	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	85	100.0	38.3	48.1	9.9	3.7	16.0	27.2	31.3	No	Yes

\* Adj – Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**
**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	64	100.0	67.2	26.2	4.9	1.6	6.6	26.0	33.0	95.4	95.8
<b>Gender</b>											
Male	24	100.0	73.9	17.4	4.3	4.3	8.7	30.0	34.0	95.0	95.7
Female	40	100.0	63.2	31.6	5.3	0.0	5.3	22.0	31.0	95.7	96.0
<b>Racial/Ethnic Group</b>											
White	28	100.0	74.1	22.2	0.0	3.7	3.7	35.0	45.0	94.3	95.5
African American	36	100.0	61.8	29.4	8.8	0.0	8.8	13.0	15.0	96.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	55.0	N/A	N/A
Hispanic	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	36.0	22.0	N/A	96.7
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	33.0	N/A	N/A
<b>Disability Status</b>											
Disabled	22	100.0	85.7	14.3	0.0	0.0	0.0	29.0	36.0	95.8	96.1
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	26.0	21.0	N/A	97.1
<b>Socio-Economic Status</b>											
Subsidized meals	54	100.0	70.6	25.5	3.9	0.0	3.9	16.0	19.0	95.3	95.4
<b>Social Studies</b>											
All Students	67	98.5	44.4	47.6	6.3	1.6	7.9	24.0	30.0	95.4	95.8
<b>Gender</b>											
Male	25	96.0	43.5	43.5	8.7	4.3	13.0	27.0	32.0	95.0	95.7
Female	42	100.0	45.0	50.0	5.0	0.0	5.0	20.0	28.0	95.7	96.0
<b>Racial/Ethnic Group</b>											
White	30	96.7	51.7	41.4	3.4	3.4	6.9	29.0	40.0	94.3	95.5
African American	37	100.0	38.2	52.9	8.8	0.0	8.8	16.0	16.0	96.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	100.0	54.0	N/A	N/A
Hispanic	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	21.0	23.0	N/A	96.7
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	31.0	N/A	N/A
<b>Disability Status</b>											
Disabled	14	100.0	84.6	15.4	0.0	0.0	0.0	8.0	14.0	94.5	94.9
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	16.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	23.0	23.0	N/A	97.1
<b>Socio-Economic Status</b>											
Subsidized meals	55	98.2	51.0	43.1	3.9	2.0	5.9	16.0	18.0	95.3	95.4

**Abbreviations for Missing Data****N/A** Not Applicable**N/AV** Not Available**N/C** Not Collected**N/R** Not Reported**I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
<b>English/Language Arts</b>								
<b>2006</b>	3	38	100.0	28.6	37.1	31.4	2.9	34.3
	4	44	100.0	36.8	44.7	18.4	0.0	18.4
	5	37	100.0	75.8	15.2	9.1	0.0	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	35	97.1	33.3	48.5	18.2	0.0	18.2
	4	28	100.0	37.0	44.4	18.5	0.0	18.5
	5	39	100.0	43.2	45.9	10.8	0.0	10.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

<b>Mathematics</b>								
<b>2006</b>	3	38	100.0	28.6	57.1	8.6	5.7	14.3
	4	44	100.0	26.3	50.0	15.8	7.9	23.7
	5	37	100.0	42.4	45.5	12.1	0.0	12.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	35	100.0	67.6	32.4	0.0	0.0	0.0
	4	28	100.0	29.6	48.1	11.1	11.1	22.2
	5	39	100.0	24.3	54.1	16.2	5.4	21.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

<b>Science</b>								
<b>2006</b>	3	38	100.0	60.0	31.4	5.7	2.9	8.6
	4	44	100.0	44.7	36.8	18.4	0.0	18.4
	5	37	100.0	66.7	27.3	0.0	6.1	6.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	18	100.0	68.8	31.3	0.0	0.0	0.0
	4	28	100.0	55.6	33.3	7.4	3.7	11.1
	5	18	100.0	83.3	11.1	5.6	0.0	5.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

<b>Social Studies</b>								
<b>2006</b>	3	38	100.0	28.6	45.7	8.6	17.1	25.7
	4	44	100.0	44.7	50.0	5.3	0.0	5.3
	5	37	100.0	63.6	36.4	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	18	100.0	29.4	70.6	0.0	0.0	0.0
	4	28	100.0	48.1	44.4	7.4	0.0	7.4
	5	21	95.2	52.6	31.6	10.5	5.3	15.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

**Abbreviations for Missing Data**

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample



## Spaulding Elementary

204 E. Pearl Street  
Lamar, SC 29069

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	212 Students	
<b>Principal</b>	Vernisa Bodison	843-326-7665
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Dr. Allen McCutchen	843-332-2852

# THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
<b>2007</b>	<b>Below Average</b>	<b>Below Average</b>
2006	Below Average	Good
2005	Unsatisfactory	Unsatisfactory
2004	Below Average	Below Average
2003	Below Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2006–07 whose 2005–06 test scores were located.

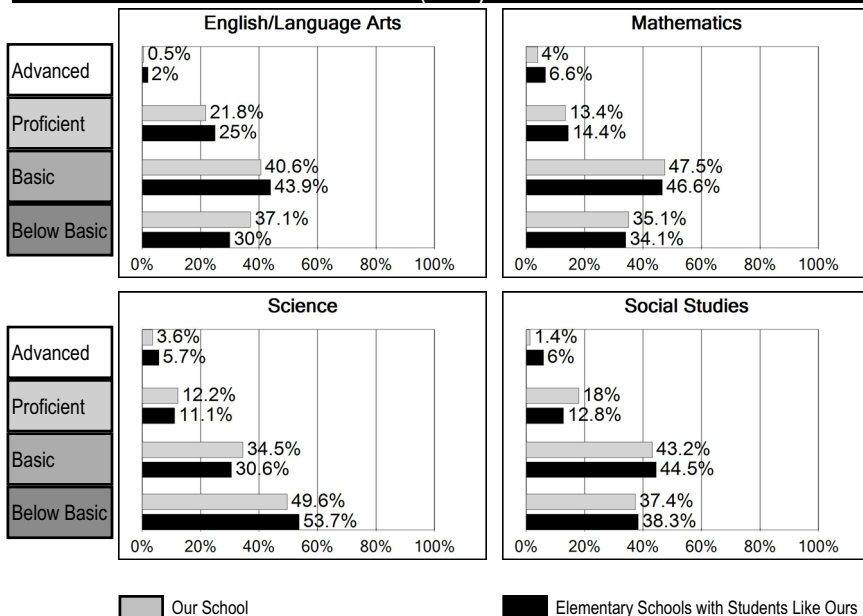
97.2%

## ABSOLUTE RATING OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	Unsatisfactory
1	1	24	85	33

\* Ratings are calculated with data available by September 30.

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



\* Elementary Schools with Students Like Ours are elementary schools with Poverty Indices of no more than 5% above or below the index for this school.

## DEFINITION OF CRITICAL TERMS

<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
<b>Proficient</b>	Well prepared to work at next grade level; met expectations
<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

## Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 212)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.9%	Down from 1.9%	3.8%	2.6%
Attendance rate	96.0%	Down from 97.5%	95.9%	96.2%
Eligible for gifted and talented	5.3%	Up from 4.6%	4.6%	10.4%
With disabilities other than speech	12.0%	Up from 11.9%	7.9%	7.1%
Older than usual for grade	1.4%	Down from 1.9%	1.6%	1.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.0%	0.0%	0.0%
<b>Teachers (n= 19)</b>				
Teachers with advanced degrees	36.8%	Down from 50.0%	52.3%	56.3%
Continuing contract teachers	42.1%		75.0%	79.8%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	54.7%	Down from 66.3%	85.2%	86.7%
Teacher attendance rate	96.5%	Down from 97.0%	94.8%	95.1%
Average teacher salary	\$37,744	Down 4.7%	\$42,734	\$43,872
Prof. development days/teacher	13.4 days	Up from 13.3 days	13.4 days	13.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 21.0 to 1	17.4 to 1	18.5 to 1
Prime instructional time	89.5%	Down from 90.9%	89.2%	89.8%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	95.4%	Up from 94.0%	100.0%	100.0%
Character development	Good	No change	Excellent	Excellent
Dollars spent per pupil*	\$6,487	Up 3.3%	\$7,358	\$6,753
Percent of expenditures for teacher salaries*	61.9%	Up from 58.4%	63.2%	65.3%
Percent of expenditures for instruction*	65.9%	Up from 64.0%	68.6%	69.3%

\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

**N/A** Not Applicable

**N/AV** Not Available

**N/C** Not Collected

**N/R** Not Reported

**I/S** Insufficient Sample

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2006-2007 school year brought many honors to Spaulding Elementary, a Title I and Teacher Advancement Program (TAP) School. Two hundred and twenty 3rd through 5th grade students attended Spaulding along with thirty-one employees supporting our school wide theme, "We're Wild About Learning."

Spaulding received the Palmetto Silver Award from the SDE for improvement in academic achievement. Spaulding was also one of three schools and the only elementary school in the state to move out of Unsatisfactory status. In addition, our school was the only TAP school in the state to receive a "value added five" for improved student achievement.

Throughout the school year, teachers participated in professional development that focused on several research-based reading strategies. Books such as Mosaic of Thought by Ellin Keene and Susan Zimmermann and Strategies That Work by Stephanie Harvey and Anne Goudvis were used to assist teachers with ways to enhance reading instruction. Teachers also participated in Math, Science, and Social Studies workshops provided by the school district.

Our PTO sponsored events such as Measures of Academic Progress (MAP) celebrations, a Fall and Spring dance, and a good citizens' picnic. Title One Family nights were also held to inform parents about the curriculum and important school events. Community members were invited to attend our Volunteer Breakfast, Ministers Luncheon, and Reading Campout Night.

Over eighty-six students participated in the after-school program January-April. Fifth graders were active in a community service project entitled, "Seven Days of Hope" with collections to the local soup kitchen and toys to the fire department. A Spaulding student won a state citizenship award while another student won the STAND award for taking a responsible stand against drugs. Our honor roll students participated in the Lamar Egg Scramble parade.

Spaulding Elementary will continue to be "Wild About Learning!"

Vernisa Y. Bodison, Principal

Monica Byrd, SIC Chairperson

### EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	59	42
Percent satisfied with learning environment	100.0%	78.0%	85.7%
Percent satisfied with social and physical environment	94.7%	78.0%	70.7%
Percent satisfied with school-home relations	89.5%	96.6%	85.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.

# NO CHILD LEFT BEHIND

## SCHOOL ADEQUATE YEARLY PROGRESS

**NO**

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate, student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	6.4%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.9%	0.0%	No
Student attendance	96.0%	94.0%	Yes

\*or greater than last year

### Abbreviations for Missing Data

**N/A** Not Applicable**N/AV** Not Available**N/C** Not Collected**N/R** Not Reported**I/S** Insufficient Sample



**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>											
All Students	219	99.5	36.8	40.8	21.9	0.5	30.8	35.8	46.8	No	Yes
<b>Gender</b>											
Male	119	99.2	45.9	38.5	15.6	0.0	20.2	30.2	40.1	N/A	N/A
Female	100	100.0	26.1	43.5	29.3	1.1	43.5	41.8	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	58	100.0	31.4	37.3	31.4	0.0	41.2	50.8	58.7	Yes	Yes
African American	160	99.4	38.3	42.3	18.8	0.7	27.5	25.6	30.3	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	82.4	69.0	I/S	I/S
Hispanic	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	43.8	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	45.8	I/S	I/S
<b>Disability Status</b>											
Disabled	35	100.0	90.9	9.1	0.0	0.0	0.0	10.1	15.9	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	54.2	33.1	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	188	100.0	38.1	40.9	20.5	0.6	28.4	26.3	32.3	Yes	Yes
<b>Mathematics – State Performance Objective = 36.7%</b>											
All Students	219	100.0	35.1	47.5	13.4	4.0	30.2	38.2	45.8	Yes	Yes
<b>Gender</b>											
Male	119	100.0	40.0	44.5	12.7	2.7	27.3	38.0	45.1	N/A	N/A
Female	100	100.0	29.3	51.1	14.1	5.4	33.7	38.5	46.6	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	58	100.0	21.6	47.1	21.6	9.8	45.1	55.0	59.2	Yes	Yes
African American	160	100.0	39.3	48.0	10.7	2.0	25.3	26.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	76.5	71.6	I/S	I/S
Hispanic	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.8	37.6	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	40.0	45.7	I/S	I/S
<b>Disability Status</b>											
Disabled	35	100.0	69.7	30.3	0.0	0.0	0.0	11.2	17.2	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.8	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	52.1	37.0	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	188	100.0	35.8	49.4	11.9	2.8	27.8	29.1	31.3	Yes	Yes

\* Adj – Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data****N/A** Not Applicable**N/AV** Not Available**N/C** Not Collected**N/R** Not Reported**I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	150	100.0	49.6	34.5	12.2	3.6	15.8	27.0	33.0	96.0	95.6
<b>Gender</b>											
Male	81	100.0	50.7	33.3	12.0	4.0	16.0	28.0	34.0	95.7	95.3
Female	69	100.0	48.4	35.9	12.5	3.1	15.6	25.0	31.0	96.3	95.9
<b>Racial/Ethnic Group</b>											
White	36	100.0	34.4	43.8	9.4	12.5	21.9	44.0	45.0	95.4	95.3
African American	113	100.0	54.7	31.1	13.2	0.9	14.2	15.0	15.0	96.3	95.7
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	77.0	55.0	N/A	97.8
Hispanic	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	37.0	22.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	25.0	33.0	N/A	N/A
<b>Disability Status</b>											
Disabled	25	100.0	87.0	13.0	0.0	0.0	0.0	31.0	36.0	96.3	95.8
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.0	21.0	N/A	96.6
<b>Socio-Economic Status</b>											
Subsidized meals	129	100.0	51.2	33.9	10.7	4.1	14.9	17.0	19.0	95.9	95.1
<b>Social Studies</b>											
All Students	152	100.0	37.4	43.2	18.0	1.4	19.4	24.0	30.0	96.0	95.6
<b>Gender</b>											
Male	82	100.0	41.3	38.7	18.7	1.3	20.0	26.0	32.0	95.7	95.3
Female	70	100.0	32.8	48.4	17.2	1.6	18.8	21.0	28.0	96.3	95.9
<b>Racial/Ethnic Group</b>											
White	43	100.0	21.6	48.6	27.0	2.7	29.7	36.0	40.0	95.4	95.3
African American	109	100.0	43.1	41.2	14.7	1.0	15.7	15.0	16.0	96.3	95.7
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	44.0	54.0	N/A	97.8
Hispanic	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	23.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	31.0	N/A	N/A
<b>Disability Status</b>											
Disabled	28	100.0	81.5	18.5	0.0	0.0	0.0	9.0	14.0	94.3	94.5
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	16.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	35.0	23.0	N/A	96.6
<b>Socio-Economic Status</b>											
Subsidized meals	131	100.0	38.5	44.3	15.6	1.6	17.2	17.0	18.0	95.9	95.1

**Abbreviations for Missing Data**

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
<b>English/Language Arts</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	95.8	25.0	53.3	21.7	0.0	21.7
	5	65	98.5	45.0	46.7	8.3	0.0	8.3
	6	77	98.7	37.1	48.6	8.6	5.7	14.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	66	98.5	40.0	31.7	28.3	0.0	28.3
	4	83	100.0	38.2	35.5	25.0	1.3	26.3
	5	70	100.0	32.3	55.4	12.3	0.0	12.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

<b>Mathematics</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	97.2	37.7	44.3	13.1	4.9	18.0
	5	65	96.9	50.8	44.1	0.0	5.1	5.1
	6	77	98.7	41.4	41.4	14.3	2.9	17.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	66	100.0	36.1	57.4	6.6	0.0	6.6
	4	83	100.0	31.6	38.2	23.7	6.6	30.3
	5	70	100.0	38.5	49.2	7.7	4.6	12.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

<b>Science</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	100.0	69.8	20.6	7.9	1.6	9.5
	5	65	95.4	78.7	19.7	0.0	1.6	1.6
	6	77	97.4	73.2	18.3	7.0	1.4	8.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	33	100.0	41.9	45.2	12.9	0.0	12.9
	4	83	100.0	53.9	26.3	14.5	5.3	19.7
	5	34	100.0	46.9	43.8	6.3	3.1	9.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

<b>Social Studies</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	100.0	39.7	47.6	9.5	3.2	12.7
	5	65	95.4	65.6	29.5	1.6	3.3	4.9
	6	77	97.4	33.8	50.7	12.7	2.8	15.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	33	100.0	20.0	46.7	30.0	3.3	33.3
	4	83	100.0	40.8	40.8	17.1	1.3	18.4
	5	36	100.0	45.5	45.5	9.1	0.0	9.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

**Abbreviations for Missing Data**

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample



## West Hartsville Elementary

214 Clyde Road  
Hartsville, South Carolina 29550

<b>Grades</b>	4-5 Elementary School	
<b>Enrollment</b>	219 Students	
<b>Principal</b>	Kay S. Howell	843-857-3270
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Dr. Allen McCutchen	843-332-2852

# THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
<b>2007</b>	<b>Below Average</b>	<b>Average</b>
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Below Average	Below Average
2003	Below Average	Unsatisfactory

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2006–07 whose 2005–06 test scores were located.

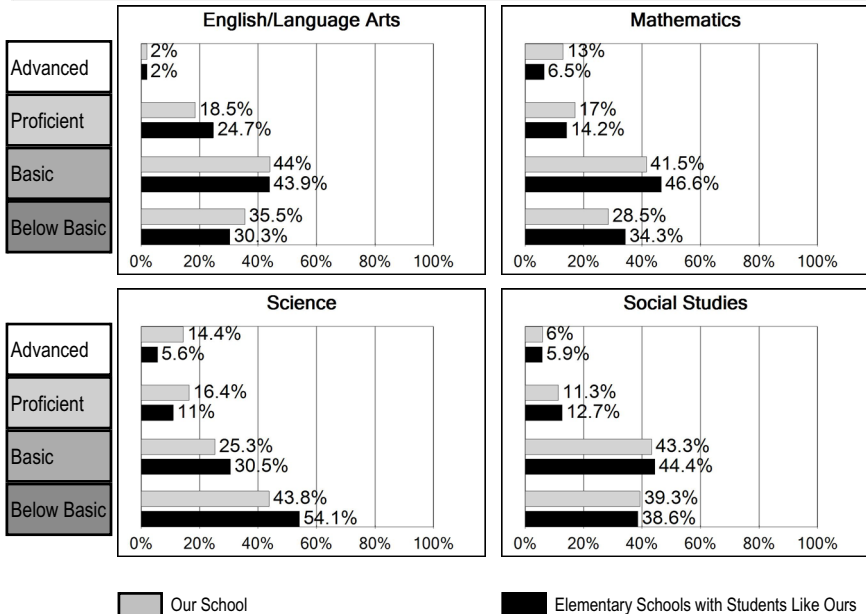
97.5%

## ABSOLUTE RATING OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	Unsatisfactory
1	1	24	85	36

\* Ratings are calculated with data available by September 30.

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



\* Elementary Schools with Students Like Ours are elementary schools with Poverty Indices of no more than 5% above or below the index for this school.

## DEFINITION OF CRITICAL TERMS

<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
<b>Proficient</b>	Well prepared to work at next grade level; met expectations
<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

## Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 219)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	2.8%	Up from 0.6%	3.7%	2.6%
Attendance rate	97.0%	Down from 97.3%	95.9%	96.2%
Eligible for gifted and talented	7.8%	Up from 6.9%	4.6%	10.4%
With disabilities other than speech	18.9%	Down from 19.0%	7.6%	7.1%
Older than usual for grade	0.9%	No change	1.6%	1.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 22)</b>				
Teachers with advanced degrees	22.7%	Down from 25.0%	52.3%	56.3%
Continuing contract teachers	72.7%		74.7%	79.8%
Teachers with emergency or provisional certificates	0.0%	Down from 6.7%	0.0%	0.0%
Teachers returning from previous year	55.1%	Down from 58.8%	84.7%	86.7%
Teacher attendance rate	95.7%	Down from 96.3%	94.9%	95.1%
Average teacher salary	\$39,315	Up 3.5%	\$42,669	\$43,872
Prof. development days/teacher	16.0 days	Up from 13.7 days	13.4 days	13.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 14.4 to 1	17.1 to 1	18.5 to 1
Prime instructional time	90.2%	Down from 90.3%	89.2%	89.8%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development	Average	No change	Excellent	Excellent
Dollars spent per pupil*	\$7,656	Up 19.9%	\$7,355	\$6,753
Percent of expenditures for teacher salaries*	57.8%	Up from 52.0%	63.4%	65.3%
Percent of expenditures for instruction*	62.5%	Up from 56.3%	68.6%	69.3%

\* Prior year audited financial data are reported.

**Abbreviations for Missing Data****N/A** Not Applicable**N/AV** Not Available**N/C** Not Collected**N/R** Not Reported**I/S** Insufficient Sample

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of West Hartsville Elementary is to provide positive learning experiences in a safe environment where students can achieve success in an ever-changing world.

During the 2006-2007 school year, our faculty and staff used diagnostic information from Measures of Academic Progress (MAP) to determine each child's strengths and weaknesses. A student profile sheet was created for each child and achievement goals were set in math and reading. The profile sheets were used to individualize instruction for each child.

Professional development was essential to West Hartsville teachers this school year. All teachers met twice a week to learn research-based strategies, analyze student work and develop and implement lessons for continued student growth. All math teachers received quarterly math training on math curriculum standards and assessments. Staff development focused on developing higher order thinking in students through questioning techniques and assessment strategies.

West Hartsville received many accolades this school year. Mrs. Stacey Johnson was selected as our Teacher of the Year and Mrs. Wanda Govan-Augustus was selected as our outstanding First Year Teacher. Our custodians earned a monthly award for Clean School of the month. Our students raised money for the Leukemia Society with Pennies for Patients and participated in the National Education Association Read Across America.

Students earned incentives at our Buck-a-roo store and participated in a school-wide PACT pep rally, Dance off, PACT Beach Blast, and After-PACT Explosion.

Numerous programs were available to students to provide creative outlets and promote positive character development. Many students were involved in after-school programs to promote academic achievement. Many participated in a club, reading and math groups, an art club, the National Beta Club and color guard. Students worked with the faculty and staff to present science activities, writing activities, reading assessment and a math program to parents during quarterly parent workshops.

At West Hartsville Elementary School, we have a wonderful group of students, faculty and staff members. We are proud of all of their accomplishments and are eager to meet the challenges of another year. Our school has set high expectations for our children and ourselves and we will continue to strive to meet and surpass these expectations in the future.

Bonnie Saleeby, School Improvement Council Chairman  
Kay S. Howell, Ed. D., Principal

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	71	52
Percent satisfied with learning environment	82.6%	100.0%	98.1%
Percent satisfied with social and physical environment	87.5%	100.0%	94.2%
Percent satisfied with school-home relations	62.5%	95.7%	94.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.

# NO CHILD LEFT BEHIND

## SCHOOL ADEQUATE YEARLY PROGRESS

**NO**

This school met 16 out of 19 objectives. The objectives included student performance, graduation rate, student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	6.4%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance	97.0%	94.0%	Yes

\*or greater than last year

### Abbreviations for Missing Data

**N/A** Not Applicable

**N/AV** Not Available

**N/C** Not Collected

**N/R** Not Reported

**I/S** Insufficient Sample



**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>											
All Students	211	99.5	35.5	44.0	18.5	2.0	33.0	35.8	46.8	No	Yes
<b>Gender</b>											
Male	115	99.1	41.4	43.2	13.5	1.8	25.2	30.2	40.1	N/A	N/A
Female	96	100.0	28.1	44.9	24.7	2.2	42.7	41.8	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	64	100.0	21.0	43.5	32.3	3.2	48.4	50.8	58.7	Yes	Yes
African American	140	99.3	43.2	43.9	12.1	0.8	25.8	25.6	30.3	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	82.4	69.0	I/S	I/S
Hispanic	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	43.8	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	45.8	I/S	I/S
<b>Disability Status</b>											
Disabled	45	97.8	87.8	9.8	2.4	0.0	2.4	10.1	15.9	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	54.2	33.1	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	173	99.4	39.9	45.4	14.1	0.6	28.2	26.3	32.3	No	Yes
<b>Mathematics – State Performance Objective = 36.7%</b>											
All Students	211	100.0	28.9	41.3	16.9	12.9	47.3	38.2	45.8	Yes	Yes
<b>Gender</b>											
Male	115	100.0	32.1	36.6	18.8	12.5	46.4	38.0	45.1	N/A	N/A
Female	96	100.0	24.7	47.2	14.6	13.5	48.3	38.5	46.6	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	64	100.0	17.7	35.5	24.2	22.6	66.1	55.0	59.2	Yes	Yes
African American	140	100.0	33.8	45.9	12.8	7.5	37.6	26.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	76.5	71.6	I/S	I/S
Hispanic	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.8	37.6	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	40.0	45.7	I/S	I/S
<b>Disability Status</b>											
Disabled	45	100.0	73.8	16.7	9.5	0.0	14.3	11.2	17.2	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.8	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	52.1	37.0	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	173	100.0	32.3	42.7	14.6	10.4	41.5	29.1	31.3	Yes	Yes

\* Adj – Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data****N/A** Not Applicable**N/AV** Not Available**N/C** Not Collected**N/R** Not Reported**I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	156	100.0	43.8	25.3	16.4	14.4	30.8	27.0	33.0	97.0	95.6
<b>Gender</b>											
Male	87	100.0	43.4	28.9	14.5	13.3	27.7	28.0	34.0	96.9	95.3
Female	69	100.0	44.4	20.6	19.0	15.9	34.9	25.0	31.0	97.1	95.9
<b>Racial/Ethnic Group</b>											
White	49	100.0	23.9	26.1	21.7	28.3	50.0	44.0	45.0	96.3	95.3
African American	102	100.0	53.7	25.3	14.7	6.3	21.1	15.0	15.0	97.2	95.7
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	77.0	55.0	N/A	97.8
Hispanic	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	37.0	22.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	25.0	33.0	N/A	N/A
<b>Disability Status</b>											
Disabled	34	100.0	74.2	12.9	3.2	9.7	12.9	31.0	36.0	97.2	95.8
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	45.0	21.0	N/A	96.6
<b>Socio-Economic Status</b>											
Subsidized meals	123	100.0	49.1	26.3	13.2	11.4	24.6	17.0	19.0	97.0	95.1
<b>Social Studies</b>											
All Students	158	100.0	39.3	43.3	11.3	6.0	17.3	24.0	30.0	97.0	95.6
<b>Gender</b>											
Male	82	100.0	31.6	43.0	16.5	8.9	25.3	26.0	32.0	96.9	95.3
Female	76	100.0	47.9	43.7	5.6	2.8	8.5	21.0	28.0	97.1	95.9
<b>Racial/Ethnic Group</b>											
White	47	100.0	23.9	43.5	19.6	13.0	32.6	36.0	40.0	96.3	95.3
African American	105	100.0	48.5	41.4	8.1	2.0	10.1	15.0	16.0	97.2	95.7
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	44.0	54.0	N/A	97.8
Hispanic	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	29.0	23.0	N/A	96.2
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	31.0	N/A	N/A
<b>Disability Status</b>											
Disabled	35	100.0	46.9	43.8	6.3	3.1	9.4	9.0	14.0	96.0	94.5
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	16.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	35.0	23.0	N/A	96.6
<b>Socio-Economic Status</b>											
Subsidized meals	132	100.0	44.4	42.7	9.7	3.2	12.9	17.0	18.0	97.0	95.1

**Abbreviations for Missing Data****N/A** Not Applicable**N/AV** Not Available**N/C** Not Collected**N/R** Not Reported**I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
<b>English/Language Arts</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	113	94.7	33.0	43.0	24.0	0.0	24.0
	5	109	94.5	38.3	53.2	8.5	0.0	8.5
	6	97	95.9	47.2	31.5	14.6	6.7	21.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	99.0	32.6	46.3	17.9	3.2	21.1
	5	109	100.0	38.1	41.9	19.0	1.0	20.0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

<b>Mathematics</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	113	94.7	33.0	31.0	26.0	10.0	36.0
	5	109	94.5	41.5	38.3	13.8	6.4	20.2
	6	97	95.9	30.3	47.2	15.7	6.7	22.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	100.0	31.3	40.6	17.7	10.4	28.1
	5	109	100.0	26.7	41.9	16.2	15.2	31.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

<b>Science</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	113	94.7	49.5	29.5	8.6	12.4	21.0
	5	109	94.5	64.0	26.0	4.0	6.0	10.0
	6	97	95.9	69.6	17.4	9.8	3.3	13.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	100.0	46.9	24.0	17.7	11.5	29.2
	5	54	100.0	38.0	28.0	14.0	20.0	34.0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

<b>Social Studies</b>								
<b>2006</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	113	94.7	44.8	33.3	18.1	3.8	21.9
	5	109	94.5	60.0	31.0	7.0	2.0	9.0
	6	97	95.9	50.0	34.8	8.7	6.5	15.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	102	100.0	35.4	46.9	11.5	6.3	17.7
	5	56	100.0	46.3	37.0	11.1	5.6	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

**Abbreviations for Missing Data**

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample



## Lake Marion High School

3656 Tee Vee Road, P.O. Box 650  
Santee, South Carolina 29142

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,058 Students	
<b>Principal</b>	Rose V. Pelzer-Brower	803-854-9213
<b>Superintendent</b>	David Longshore, Jr.	803-496-3288
<b>Board Chair</b>	Robert L. Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
<b>2007</b>	<b>Unsatisfactory</b>	<b>N/AV</b>
2006	N/AV	N/AV
2005	N/A	N/A
2004	N/A	N/A
2003	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	Unsatisfactory
2	3	4	9	13

\* Ratings are calculated with data available by September 30.

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our School			High Schools with Students Like Ours		
Percent	2005	2006	2007	2005	2006	2007
Passed 2 subtests	55.1	60.3	62.8	N/A	57.7	65.4
Passed 1 subtest	21.8	14.0	21.8	N/A	18.5	18.7
Passed no subtests	23.2	25.6	15.5	N/A	27.1	15.9

**HSAP PASSAGE RATE BY SPRING 2007**

	Our School	High Schools with Students Like Ours
Percent	80.9%	82.5%

**ON-TIME GRADUATION RATE**

	Our School	High Schools with Students Like Ours
Number of Students	266	169
Number of Diplomas	151	103
Rate	56.8%	63.5%

**END OF COURSE TESTS**

	Our School	High Schools with Students Like Ours
Percent of students scoring 70 or above on:		
Algebra 1/Math for the Technologies 2	75.6	71.4
English 1	52.8	44.3
Physical Science	35.0	27.0
All Tests	54.6	47.2

\*High Schools with Students like Ours are high schools with Poverty Indices of no more than 5% above or below the index for this school.

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 1,058)</b>				
Retention rate	9.6%	Down from 12.6%	9.6%	6.6%
Attendance rate	95.1%	Down from 95.2%	95.0%	95.4%
Eligible for gifted and talented	0.0%	No change	3.5%	8.0%
With disabilities other than speech	15.2%	Down from 16.6%	14.2%	12.3%
Older than usual for grade	4.3%	Down from 10.0%	5.8%	4.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	No change	2.8%	1.6%
Enrolled in AP/IB programs	9.5%	Up from 6.4%	6.2%	12.2%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Eligible for LIFE Scholarship*	27.7%		24.7%	29.7%
Annual dropout rate	6.1%	Up from 3.7%	4.0%	3.4%
Career/technology students in co-curricular organizations	20.6%	Up from 10.2%	3.5%	3.2%
Enrollment in career/technology center courses	676	Up from 642	298	434
Students participating in worked-based experiences	10.7%	Up from 10.6%	14.5%	23.1%
Career/technology students mastering core competencies	63.1%	Up from 62.6%	70.5%	80.0%
Career/technology completers placed	81.3%	Up from 76.9%	99.4%	98.8%

\* Using only SAT/ACT and Grade Point Average requirements.

**Teachers (n= 80)**

Teachers with advanced degrees	55.0%	Down from 61.2%	48.2%	56.9%
Continuing contract teachers	62.5%		63.4%	73.0%
Teachers with emergency or provisional certificates	13.0%	Down from 14.5%	17.0%	8.5%
Teachers returning from previous year	N/A	N/A	79.1%	84.5%
Teacher attendance rate	94.0%	Down from 95.3%	95.1%	95.6%
Average teacher salary	\$47,182	Up 4.0%	\$42,591	\$44,357
Prof. development days/teacher	11.3 days	Down from 11.5 days	12.4 days	11.7 days

**School**

Principal's years at school	3.5	Up from 2.5	3.0	3.0
Student-teacher ratio in core subjects	23.8 to 1	No change	21.8 to 1	26.2 to 1
Prime instructional time	88.2%	Down from 89.7%	88.8%	89.8%
Dollars spent per pupil*	\$8,982	Down 9.2%	\$8,622	\$7,091
Percent of expenditures for teacher salaries*	52.0%	Down from 54.6%	53.7%	55.7%
Percent of expenditures for instruction*	61.6%	Down from 61.7%	61.0%	61.4%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	100.0%	Up from 99.0%	86.4%	93.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

**N/A** Not Applicable

**N/AV** Not Available

**N/C** Not Collected

**N/R** Not Reported

**I/S** Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	HSAP Passage Rate by Spring 2007		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	256	80.9	442	54.6	266	56.8	No
Gender							
Male	119	71.4	187	49.9	125	43.2	N/A
Female	137	89.1	255	58.6	140	69.3	N/A
Racial/Ethnic Group							
White	24	91.7	38	65.5	19	68.4	N/A
African American	229	79.5	394	53.8	244	56.1	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	53.0	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabilities other than speech	35	22.9	6	16.7	40	12.5	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	177	77.4	280	54.4	183	53.0	N/A

n = number of students on which percentage is calculated    t = number of tests passed in all subjects

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lake Marion High School and Technology Center had another successful year in its two-year-young facility. Our programs and initiatives have produced great results among our students. Our ninth grade students benefited from the HS 101 curriculum designed to help them adjust to high school by attending to their social, emotional and academic needs. We have seen an increase in promotions to 10th grade. Our Advanced Placement and Honors courses had record numbers of students enrolled with even more scheduled to enroll in 2007-2008 school year.

In October, Lake Marion underwent a rigorous review from the Southern Association of Colleges and Schools (SACS). The week-long visit from the SACS committee resulted in a five-year accreditation. Early in the first semester, LMHS hosted a visit from a High Schools That Work Committee. The comments and reports we received were extremely favorable with special recognition given to our Alternative School Program. In late spring, we became certified as a Project Lead the Way School. This has been a busy but productive year.

The Technology Center here at Lake Marion is thriving. We are preparing students for the tremendous opportunities that await them. The Cosmetology program was approved by the State. The Automotive program is working towards NATEF Certification and students are participating in appropriate competitions with FBLA (Nationals) and FCCLA (Nationals). The number of completers has increased by 300 percent from 2005-2006. Additionally, we are actively working towards the participation and retention of nontraditional students in all of our programs.

Individual academic awards are on the rise. This year 53 seniors were eligible for Life Scholarships, one student was recommended for the National Merit Program and a 10th grader was accepted into the esteemed Governor's School for the Arts. For the first time in over ten years, LMHS has two Palmetto Fellows Scholarship recipients in the class of 2007. We are proud of our hard-working and motivated students.

Athletically, our girls' basketball team enjoyed their first 20-win season and won their first championship at the Lake Marion Invitational. The boys' basketball team placed runner-up for the Lower State and won regional for the third consecutive year. Other sports, including football, track, volleyball and cheerleading keep our youth fit and involved.

The LMHS 2007-2008 school year will prove to be even more exciting and challenging as we adopt two new programs: AVID (Achievement Via Individual Determination) for our 9th and 10th graders and College Summit for 11th & 12th graders.

In addition, our administrators, guidance counselors, teachers and support staff will continue to work diligently with parents, students and community to provide a superior learning environment where achievement and success are expected and attained.

Rose V. Pelzer-Brower, Principal  
Vernell Watson, SIC Chairperson

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	70	159	80
Percent satisfied with learning environment	91.3%	62.4%	83.8%
Percent satisfied with social and physical environment	92.9%	71.8%	72.5%
Percent satisfied with school-home relations	60.9%	78.3%	72.5%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.



# NO CHILD LEFT BEHIND

## SCHOOL ADEQUATE YEARLY PROGRESS

**NO**

This school met 3 out of 15 objectives. The objectives included performance and participation of students in various groups.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## TEACHER QUALITY DATA

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	13.5%	9.0%

---

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	22.2%	0.0%	No

### Abbreviations for Missing Data

**N/A** Not Applicable

**N/AV** Not Available

**N/C** Not Collected

**N/R** Not Reported

**I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 52.3%</b>											
All Students	264	93.9	19.7	40.8	28.2	11.3	54.2	54.2	70.7	Yes	No
<b>Gender</b>											
Male	143	92.3	28.1	43.0	22.7	6.3	43.0	43.0	66.5	N/A	N/A
Female	121	95.9	10.0	38.2	34.5	17.3	67.3	67.3	74.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	21	85.7	13.3	33.3	13.3	40.0	73.3	73.3	82.2	I/S	I/S
African American	242	94.6	20.3	41.4	28.8	9.5	52.7	52.7	55.9	Yes	No
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	79.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	78.0	I/S	I/S
<b>Disability Status</b>											
Disabled	61	75.4	62.2	22.2	0.0	15.6	26.7	26.7	25.0	I/S	No
<b>Migrant Status</b>											
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	41.2	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	180	93.9	19.6	38.0	29.4	12.9	52.8	52.8	55.8	Yes	No
<b>Mathematics – State Performance Objective = 50.0%</b>											
All Students	264	93.6	31.9	33.6	22.3	12.2	43.7	43.7	62.2	No	No
<b>Gender</b>											
Male	143	92.3	40.6	27.3	22.7	9.4	39.8	39.8	61.5	N/A	N/A
Female	121	95.0	21.8	40.9	21.8	15.5	48.2	48.2	62.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	21	81.0	26.7	20.0	33.3	20.0	53.3	53.3	75.2	I/S	I/S
African American	242	94.6	32.4	34.7	21.2	11.7	42.8	42.8	44.3	No	No
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.0	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.0	I/S	I/S
<b>Disability Status</b>											
Disabled	61	73.8	71.1	13.3	11.1	4.4	15.6	15.6	20.7	I/S	No
<b>Migrant Status</b>											
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.0	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	180	93.9	31.9	34.4	19.0	14.7	41.7	41.7	46.9	No	No

\* Adj – Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

## EDUCATION OVERSIGHT COMMITTEE

### Subcommittee: EIA and Improvement Mechanisms

Date: May 19, 2008

#### REPORT/RECOMMENDATION

Information on Fiscal Year 2007-08 EIA budget reductions and information on EIA and EAA budget and proviso recommendations as approved by the Education Oversight Committee on December 11, 2007 and as considered by the Governor and the General Assembly

#### PURPOSE/AUTHORITY

Section 59-6-10 of the Education Accountability Act requires the EOC to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

#### CRITICAL FACTS

#### TIMELINE/REVIEW PROCESS

August 17, 2007	On-line budget survey reporting system operational
October 5, 2007	Completion of on-line budget survey by all EIA-funded programs
October 8, 2007	Subcommittee received copy of all program and budget request documents as submitted
November 19, 2007	Subcommittee reviewed and discussed budget and proviso recommendations
December 4, 2007	Subcommittee considered EIA and EAA budgets and provisos and related programs
December 11, 2007	Subcommittee finalized all EIA and EAA budget and proviso recommendations
December 11, 2007	EOC approved EIA and EAA budget and proviso recommendations for Fiscal Year 2008-09
January 7, 2008	Governor's Executive Budget for FY2008-09 Released
March 4, 2008	H.4800, 2008-09 General Appropriations Bill, introduced by Ways and Means Subcommittee
March 13, 2008	H.4800, as amended, adopted by House of Representatives
March 13, 2008	H.4800, as adopted by the House, referred to Senate Finance Subcommittee
April 10, 2008	H.4800, as amended, reported out by Senate Finance Committee
April 16, 2008	H. 4800, as amended, adopted by the Senate

#### ECONOMIC IMPACT FOR EOC

**Cost:** No fiscal impact beyond current appropriations

**Fund/Source:**

#### ACTION REQUEST

☐ For approval

☒ For information

#### ACTION TAKEN

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

# **SUMMARY OF MID-YEAR EIA REDUCTIONS, FY2007-08**

<b>Recurring EIA Appropriations FY 2007- 08</b>	<b>\$677,833,363 *</b>
<b>Revised FY 2007-08 BEA Estimate (4/7/08)</b>	<b><u>\$659,875,000</u></b>
<b>Revenue Shortfall FY 2007- 08</b>	<b>\$17,958,363</b>
<b>Unallocated School Building Funds</b>	<b><u>\$9,286,965</u></b>
<b>TOTAL EIA Program Reductions</b>	<b>\$8,671,398</b>
<b>Exempted from Reductions are EIA Teacher Salary and Fringe Benefits</b>	<b>\$105,567,741</b>
<b>EIA Appropriations Less Exemptions</b>	<b>\$572,265,622</b>

**Reduction as a % of EIA Appropriations less Exemptions**

**1.52%**

**\* \$12,402,840 in FY2006 - 07 Surplus EIA revenue was appropriated for Summer Schools.**

	<b>EIA 2007-08 Base Appropriation</b>	<b>Mid-Year Cut</b>	<b>% Cut</b>
<b>SCDE:</b>			
Student Testing	\$20,611,129	\$2,000,000	9.70%
Governor's Institute of Reading	\$2,962,874	\$100,000	3.38%
Competitive Teacher Grants	\$1,287,044	\$2,700	0.21%
EAA Technical Assistance	\$81,102,688	\$1,228,182	1.51%
EAA External Review teams	\$1,372,000	\$345,000	25.15%
Report Cards	\$971,793	\$169,237	17.41%
National Board	\$45,824,534	\$1,000,000	2.18%
Professional Development	\$7,000,000	\$100,000	1.43%
Principal Executive Institute	\$906,370	\$100,000	11.03%
Public Choice Innovation Schools	\$2,560,000	\$184,133	7.19%
SCDE Personal - Service Teacher Quality	\$1,161,000	\$150,000	12.92%
Other SCDE Administration	\$11,795,238	\$178,728	1.52%
Teacher of the Year Award	\$166,102	\$12,163	7.32%
<b>TOTAL:</b>		<b>\$5,570,143</b>	
<b>Direct Aid to Districts:</b>			
Act 135 Academic Assistance	\$120,436,576	\$2,394,656	1.99%
School Bus Driver Salaries for 4-year-old program	\$450,776	\$450,776	100.00%
<b>TOTAL:</b>		<b>\$2,845,432</b>	
<b>Other Entities:</b>			
E0C- Public Relations	\$226,592	\$4,042	1.78%
Writing Improvement Network	\$288,444	\$4,371	1.52%
EOC - Administration	\$1,363,370	\$20,659	1.52%
SC Geographic Alliance	\$246,000	\$3,726	1.51%
School Improvement Council Project	\$200,918	\$3,044	1.52%
Centers of Excellence	\$721,101	\$10,927	1.52%
Teacher Recruitment Program	\$5,871,014	\$88,962	1.52%
CERRA	\$50,000	\$758	1.52%
Teacher Loan Program	\$5,367,044	\$81,325	1.52%
EOC - 4 Year Old Evaluation	\$398,000	\$6,031	1.52%
Service Learning Engagement	\$65,000	\$985	1.52%
EOC - Family Involvement	\$45,318	\$687	1.52%
First Steps	\$2,000,000	\$30,306	1.52%
<b>TOTAL:</b>		<b>\$255,823</b>	
<b>GRAND TOTAL EIA CUTS:</b>		<b>\$8,671,398</b>	



FY 07-08 Academic Assistance Budget Cuts

Reduction Amount      \$      **2,394,656.00**

ID	District Name	Academic Assistance K-3	Academic Assistance 4-12	Total Academic Assistance	District Percentage to Total	District Total Reduction	K-3 Reduction	4-12 Reduction
0160	Abbeville	\$ 378,995.00	\$ 272,860.00	\$ 651,855.00	0.56%	\$ 13,429.00	\$7,808	\$5,621
0201	Aiken	\$ 2,487,385.00	\$ 1,863,387.00	\$ 4,350,772.00	3.74%	\$ 89,633.00	\$51,244	\$38,389
0301	Allendale	\$ 248,633.00	\$ 217,663.00	\$ 466,296.00	0.40%	\$ 9,606.00	\$5,122	\$4,484
0401	Anderson 01	\$ 632,885.00	\$ 400,857.00	\$ 1,033,742.00	0.89%	\$ 21,297.00	\$13,039	\$8,258
0402	Anderson 02	\$ 325,904.00	\$ 229,391.00	\$ 555,295.00	0.48%	\$ 11,440.00	\$6,714	\$4,726
0403	Anderson 03	\$ 285,954.00	\$ 176,589.00	\$ 462,543.00	0.40%	\$ 9,529.00	\$5,891	\$3,638
0404	Anderson 04	\$ 233,389.00	\$ 187,753.00	\$ 421,142.00	0.36%	\$ 8,676.00	\$4,808	\$3,868
0405	Anderson 05	\$ 1,195,333.00	\$ 789,133.00	\$ 1,984,466.00	1.71%	\$ 40,883.00	\$24,626	\$16,257
0501	Bamberg 01	\$ 173,465.00	\$ 125,812.00	\$ 299,277.00	0.26%	\$ 6,166.00	\$3,574	\$2,592
0502	Bamberg 02	\$ 129,836.00	\$ 149,226.00	\$ 279,062.00	0.24%	\$ 5,749.00	\$2,675	\$3,074
0619	Barnwell 19	\$ 114,067.00	\$ 102,242.00	\$ 216,309.00	0.19%	\$ 4,456.00	\$2,350	\$2,106
0629	Barnwell 29	\$ 120,900.00	\$ 90,221.00	\$ 211,121.00	0.18%	\$ 4,349.00	\$2,490	\$1,859
0645	Barnwell 45	\$ 301,724.00	\$ 191,267.00	\$ 492,991.00	0.42%	\$ 10,156.00	\$6,216	\$3,940
0701	Beaufort	\$ 1,761,986.00	\$ 1,265,234.00	\$ 3,027,220.00	2.60%	\$ 62,365.00	\$36,299	\$26,066
0801	Berkeley	\$ 2,488,963.00	\$ 1,852,991.00	\$ 4,341,954.00	3.74%	\$ 89,451.00	\$51,277	\$38,174
0901	Calhoun	\$ 251,261.00	\$ 187,417.00	\$ 438,678.00	0.38%	\$ 9,037.00	\$5,176	\$3,861
1001	Charleston	\$ 4,041,739.00	\$ 2,901,322.00	\$ 6,943,061.00	5.97%	\$ 143,038.00	\$83,266	\$59,772
1101	Cherokee	\$ 983,495.00	\$ 751,274.00	\$ 1,734,769.00	1.49%	\$ 35,739.00	\$20,262	\$15,477
1201	Chester	\$ 629,206.00	\$ 613,168.00	\$ 1,242,374.00	1.07%	\$ 25,595.00	\$12,963	\$12,632
1301	Chesterfield	\$ 905,173.00	\$ 748,372.00	\$ 1,653,545.00	1.42%	\$ 34,066.00	\$18,648	\$15,418
1401	Clarendon 01	\$ 129,310.00	\$ 159,618.00	\$ 288,928.00	0.25%	\$ 5,952.00	\$2,664	\$3,288
1402	Clarendon 02	\$ 427,355.00	\$ 337,723.00	\$ 765,078.00	0.66%	\$ 15,762.00	\$8,804	\$6,958
1403	Clarendon 03	\$ 124,579.00	\$ 95,999.00	\$ 220,578.00	0.19%	\$ 4,544.00	\$2,566	\$1,978
1501	Colleton	\$ 835,261.00	\$ 668,166.00	\$ 1,503,427.00	1.29%	\$ 30,973.00	\$17,208	\$13,765
1601	Darlington	\$ 1,354,606.00	\$ 1,128,931.00	\$ 2,483,537.00	2.14%	\$ 51,165.00	\$27,907	\$23,258
1701	Dillon 01	\$ 103,028.00	\$ 93,837.00	\$ 196,865.00	0.17%	\$ 4,056.00	\$2,123	\$1,933
1702	Dillon 02	\$ 559,294.00	\$ 445,048.00	\$ 1,004,342.00	0.86%	\$ 20,691.00	\$11,522	\$9,169
1703	Dillon 03	\$ 172,414.00	\$ 137,133.00	\$ 309,547.00	0.27%	\$ 6,377.00	\$3,552	\$2,825
1802	Dorchester 02	\$ 1,270,501.00	\$ 872,380.00	\$ 2,142,881.00	1.84%	\$ 44,147.00	\$26,174	\$17,973
1804	Dorchester 04	\$ 263,878.00	\$ 253,015.00	\$ 516,893.00	0.44%	\$ 10,649.00	\$5,436	\$5,213

ID	District Name	Academic Assistance K-3	Academic Assistance 4-12	Total Academic Assistance	District Percentage to Total	District Total Reduction	K-3 Reduction	4-12 Reduction
1901	Edgefield	\$ 438,394.00	\$ 322,180.00	\$ 760,574.00	0.65%	\$ 15,669.00	\$9,032	\$6,637
2001	Fairfield	\$ 467,305.00	\$ 458,786.00	\$ 926,091.00	0.80%	\$ 19,079.00	\$9,627	\$9,452
2101	Florence 01	\$ 1,626,893.00	\$ 1,120,517.00	\$ 2,747,410.00	2.36%	\$ 56,601.00	\$33,517	\$23,084
2102	Florence 02	\$ 128,785.00	\$ 105,618.00	\$ 234,403.00	0.20%	\$ 4,829.00	\$2,653	\$2,176
2103	Florence 03	\$ 586,628.00	\$ 402,004.00	\$ 988,632.00	0.85%	\$ 20,367.00	\$12,085	\$8,282
2104	Florence 04	\$ 144,028.00	\$ 158,986.00	\$ 303,014.00	0.26%	\$ 6,243.00	\$2,967	\$3,276
2105	Florence 05	\$ 149,285.00	\$ 94,333.00	\$ 243,618.00	0.21%	\$ 5,019.00	\$3,076	\$1,943
2201	Georgetown	\$ 1,097,562.00	\$ 847,426.00	\$ 1,944,988.00	1.67%	\$ 40,070.00	\$22,612	\$17,458
2301	Greenville	\$ 5,254,944.00	\$ 3,596,464.00	\$ 8,851,408.00	7.61%	\$ 182,353.00	\$108,260	\$74,093
2450	Greenwood 50	\$ 996,636.00	\$ 711,332.00	\$ 1,707,968.00	1.47%	\$ 35,187.00	\$20,532	\$14,655
2451	Greenwood 51	\$ 109,336.00	\$ 81,480.00	\$ 190,816.00	0.16%	\$ 3,931.00	\$2,252	\$1,679
2452	Greenwood 52	\$ 129,310.00	\$ 106,035.00	\$ 235,345.00	0.20%	\$ 4,848.00	\$2,664	\$2,184
2501	Hampton 01	\$ 303,302.00	\$ 272,513.00	\$ 575,815.00	0.50%	\$ 11,863.00	\$6,249	\$5,614
2502	Hampton 02	\$ 178,196.00	\$ 161,905.00	\$ 340,101.00	0.29%	\$ 7,007.00	\$3,671	\$3,336
2601	Horry	\$ 3,642,243.00	\$ 2,012,742.00	\$ 5,654,985.00	4.87%	\$ 116,502.00	\$75,036	\$41,466
2701	Jasper	\$ 498,318.00	\$ 363,264.00	\$ 861,582.00	0.74%	\$ 17,750.00	\$10,266	\$7,484
2801	Kershaw	\$ 899,916.00	\$ 668,529.00	\$ 1,568,445.00	1.35%	\$ 32,312.00	\$18,539	\$13,773
2901	Lancaster	\$ 986,123.00	\$ 797,028.00	\$ 1,783,151.00	1.53%	\$ 36,736.00	\$20,316	\$16,420
3055	Laurens 55	\$ 739,067.00	\$ 450,366.00	\$ 1,189,433.00	1.02%	\$ 24,504.00	\$15,226	\$9,278
3056	Laurens 56	\$ 348,507.00	\$ 288,438.00	\$ 636,945.00	0.55%	\$ 13,122.00	\$7,180	\$5,942
3101	Lee	\$ 418,945.00	\$ 384,455.00	\$ 803,400.00	0.69%	\$ 16,551.00	\$8,631	\$7,920
3201	Lexington 01	\$ 1,095,985.00	\$ 665,564.00	\$ 1,761,549.00	1.52%	\$ 36,291.00	\$22,579	\$13,712
3202	Lexington 02	\$ 961,943.00	\$ 606,688.00	\$ 1,568,631.00	1.35%	\$ 32,316.00	\$19,817	\$12,499
3203	Lexington 03	\$ 231,287.00	\$ 177,594.00	\$ 408,881.00	0.35%	\$ 8,424.00	\$4,765	\$3,659
3204	Lexington 04	\$ 433,137.00	\$ 231,228.00	\$ 664,365.00	0.57%	\$ 13,687.00	\$8,923	\$4,764
3205	Lexington 05	\$ 659,168.00	\$ 511,618.00	\$ 1,170,786.00	1.01%	\$ 24,120.00	\$13,580	\$10,540
3301	McCormick	\$ 110,912.00	\$ 144,513.00	\$ 255,425.00	0.22%	\$ 5,262.00	\$2,285	\$2,977
3401	Marion 01	\$ 389,508.00	\$ 318,759.00	\$ 708,267.00	0.61%	\$ 14,591.00	\$8,024	\$6,567
3402	Marion 02	\$ 290,685.00	\$ 277,314.00	\$ 567,999.00	0.49%	\$ 11,702.00	\$5,989	\$5,713
3407	Marion 07	\$ 111,438.00	\$ 117,749.00	\$ 229,187.00	0.20%	\$ 4,718.00	\$2,294	\$2,424
3501	Marlboro	\$ 660,744.00	\$ 676,432.00	\$ 1,337,176.00	1.15%	\$ 27,548.00	\$13,612	\$13,936
3601	Newberry	\$ 680,193.00	\$ 466,073.00	\$ 1,146,266.00	0.99%	\$ 23,615.00	\$14,013	\$9,602
3701	Oconee	\$ 998,739.00	\$ 723,794.00	\$ 1,722,533.00	1.48%	\$ 35,487.00	\$20,576	\$14,911
3803	Orangeburg 03	\$ 464,677.00	\$ 380,623.00	\$ 845,300.00	0.73%	\$ 17,415.00	\$9,573	\$7,842



ID	District Name	Academic Assistance K-3	Academic Assistance 4-12	Total Academic Assistance	District Percentage to Total	District Total Reduction	K-3 Reduction	4-12 Reduction
3804	Orangeburg 04	\$ 474,139.00	\$ 349,179.00	\$ 823,318.00	0.71%	\$ 16,962.00	\$9,768	\$7,194
3805	Orangeburg 05	\$ 1,009,778.00	\$ 768,179.00	\$ 1,777,957.00	1.53%	\$ 36,629.00	\$20,803	\$15,826
3901	Pickens	\$ 1,282,591.00	\$ 954,040.00	\$ 2,236,631.00	1.92%	\$ 46,078.00	\$26,423	\$19,655
4001	Richland 01	\$ 2,970,986.00	\$ 2,537,603.00	\$ 5,508,589.00	4.74%	\$ 113,486.00	\$61,207	\$52,279
4002	Richland 02	\$ 1,609,021.00	\$ 1,057,551.00	\$ 2,666,572.00	2.29%	\$ 54,936.00	\$33,149	\$21,787
4101	Saluda	\$ 260,198.00	\$ 212,427.00	\$ 472,625.00	0.41%	\$ 9,737.00	\$5,361	\$4,376
4201	Spartanburg 01	\$ 403,175.00	\$ 274,289.00	\$ 677,464.00	0.58%	\$ 13,957.00	\$8,306	\$5,651
4202	Spartanburg 02	\$ 763,772.00	\$ 460,444.00	\$ 1,224,216.00	1.05%	\$ 25,221.00	\$15,735	\$9,486
4203	Spartanburg 03	\$ 289,109.00	\$ 201,428.00	\$ 490,537.00	0.42%	\$ 10,106.00	\$5,956	\$4,150
4204	Spartanburg 04	\$ 279,647.00	\$ 190,684.00	\$ 470,331.00	0.40%	\$ 9,690.00	\$5,761	\$3,929
4205	Spartanburg 05	\$ 501,472.00	\$ 349,353.00	\$ 850,825.00	0.73%	\$ 17,528.00	\$10,331	\$7,197
4206	Spartanburg 06	\$ 889,403.00	\$ 604,253.00	\$ 1,493,656.00	1.29%	\$ 30,772.00	\$18,323	\$12,449
4207	Spartanburg 07	\$ 858,390.00	\$ 625,267.00	\$ 1,483,657.00	1.28%	\$ 30,566.00	\$17,684	\$12,882
4302	Sumter 02	\$ 1,154,858.00	\$ 862,744.00	\$ 2,017,602.00	1.74%	\$ 41,566.00	\$23,792	\$17,774
4317	Sumter 17	\$ 1,099,664.00	\$ 848,395.00	\$ 1,948,059.00	1.68%	\$ 40,133.00	\$22,655	\$17,478
4401	Union	\$ 526,178.00	\$ 384,130.00	\$ 910,308.00	0.78%	\$ 18,754.00	\$10,840	\$7,914
4501	Williamsburg	\$ 824,223.00	\$ 677,508.00	\$ 1,501,731.00	1.29%	\$ 30,938.00	\$16,980	\$13,958
4601	York 01	\$ 487,805.00	\$ 325,396.00	\$ 813,201.00	0.70%	\$ 16,753.00	\$10,049	\$6,704
4602	York 02	\$ 289,634.00	\$ 220,913.00	\$ 510,547.00	0.44%	\$ 10,518.00	\$5,967	\$4,551
4603	York 03	\$ 1,436,607.00	\$ 932,171.00	\$ 2,368,778.00	2.04%	\$ 48,801.00	\$29,597	\$19,204
4604	York 04	\$ 261,249.00	\$ 176,617.00	\$ 437,866.00	0.38%	\$ 9,021.00	\$5,382	\$3,639
5208	DJJ	\$ -	\$ 273,481.00	\$ 273,481.00	0.24%	\$ 5,634.00	\$0	\$5,634
5209	Corrections	\$ -	\$ 105,588.00	\$ 105,588.00	0.09%	\$ 2,175.00	\$0	\$2,175
		<b>\$ 66,834,557.00</b>	<b>\$ 49,402,019.00</b>	<b>\$ 116,236,576.00</b>	<b>100.00%</b>	<b>\$ 2,394,656</b>	<b>\$ 1,376,894</b>	<b>\$ 1,017,762</b>

EIA REVENUE PROJECTIONS FOR FY2008-09

<b>FY2007-08 Appropriation Act</b>	
Non-Recurring EIA Funds for Summer Schools	\$12,402,840
Recurring EIA Funds (Base)	<b>\$677,833,363</b>
<b>TOTAL:</b>	<b>\$690,236,203</b>
<b>FY2008-09</b>	
BEA Revenue Estimate (August 2007)	<b>\$658,161,423</b>
BEA Revenue Estimate (November 2007 and February 2008)	<b>\$674,714,375</b>
BEA Revenue Estimate (April 2008)	<b>\$644,714,375</b>
<b>DIFFERENCE Over Recurring Base</b>	<b>(\$33,118,988)</b>

	FY 2007-08 Mid-Year Budget Reduction
<b>\$659,875,000</b>	Revised FY2007-08 BEA Estimate
<b>\$17,958,363</b>	Mid-Year Reduction

RECOMMENDED EIA INCREASES/DECREASES FOR FY2008-09

<b><i>Objective: Recruit, Prepare and Retain Quality Teachers</i></b>	<b>BASE EIA APPROPRIATION</b>	<b>EOC Increase/Decrease</b>	<b>Governor Increase/Decrease:</b>	<b>House Increase/Decrease:</b>	<b>Senate Increase/Decrease:</b>	<b>Explanation:</b>
Center for Excellence to Prepare Teachers of Children of Poverty at Francis Marion University	\$0	\$234,300	\$0	\$0	\$0	
National Board Certification - Based on 5,674 teachers receiving supplement and 1,200 new applicants in FY09. (General Fund appropriations for the program totaled \$6,061,304 in FY08)	\$45,824,534	\$2,460,879	\$0	(\$200,186)	(\$200,186)	<b>Governor:</b> Increased general fund appropriation \$2,738,062 <b>House:</b> Increased general fund appropriation \$2,359,273
Teacher Salary Supplement for Special Schools	\$0	\$988,726	\$988,726	\$0	\$944,000	<b>House:</b> Allocated \$944,000 in non-recurring funds from several cash balances
EIA Teacher Salary and Employer Contributions - To maintain average teacher salary at \$300 above the SE average of \$47,004 and fully fund EFA at \$2,578 and 872,274 weighted pupil units, requires less EIA funds.	\$95,746,904	(\$3,304,567)	(\$3,822,037)	(\$2,918,802)	(\$2,918,802)	
Center for Educator Recruitment, Retention and Advancement (CERRA) - To expand training of teachers serving as mentors or mentor leaders in districts. \$150,000 to expand data collection and research functions to include National Board and student academic achievement data. (Base funding includes Teaching Fellows Program at \$4.2 million)	\$5,454,014	\$300,000	\$0	\$0	(\$2,912)	

<b><i>Objective: Encourage Innovation and High Achievement</i></b>	<b>BASE EIA APPROPRIATION</b>	<b>Recommended Increase/Decrease</b>	<b>Governor Increase/Decrease:</b>	<b>House Increase/Decrease:</b>	<b>Senate Increase/Decrease:</b>	<b>Explanation:</b>
Annualize Summer School Funding	\$18,597,160	\$12,402,840	\$12,402,840	\$0	(\$1,082,913)	<u>House and Senate:</u> Allocated \$12,000,000 in non-recurring funds
Increase appropriation for Palmetto Gold and Silver Program to reward gap-closing awards as identified and recognized by the EOC with \$5,000 per school.	\$3,000,000	\$750,000	\$0	\$0	(\$174,690)	
Increase funding for Gifted and Talented Education to reflect EFA inflationary increase of 4.12%	\$35,854,420	\$1,477,202	\$0	\$0	(\$2,087,803)	
Fund second year of Public Choice Innovation Schools and evaluation. Estimate based on six innovation schools receiving \$300,000 and an evaluation of the program by the EOC at \$150,000. (Of appropriation, \$200,000 is redirected to the Charter School District)	\$2,560,000	\$2,350,000	\$0	(\$2,560,000)	(\$2,560,000)	<u>House:</u> Deleted funds and proviso
Fund Office of Innovation within the SC Department of Education as requested by SCDE (Program Manager II, Administrative Assistant, Statistical and Research Analyst III and Education Associate III)	\$0	\$300,516	\$0	\$0	\$0	
Fund "Innovaluation" pilot programs per SCDE request (Total request was \$2.0 million) - SCDE would evaluate and measure success of pilots and design expansion of programs for replication in other schools	\$0	\$1,000,000	\$0	\$0	\$0	
Young Adult Education - Continue phase-in of funding for young adults ages 17 to 21 who did not earn a high school diploma (also requested by SCDE)	\$1,600,000	\$1,600,000	\$0	\$0	(\$93,168)	<u>Governor:</u> No increase in general fund appropriations <u>House:</u> Increased appropriation by \$1,600,000 using non-recurring funds
School Libraries -- Last year the initial allocation was \$1.0 million in non-recurring funds. Part of EOC recommendation to improve reading proficiency.	\$0	\$2,000,000	\$0	\$0	\$0	
Centers of Excellence - Maintain existing full funding of six Centers and bring another Center into operation in FY09.	\$721,101	\$16,112	\$0	\$0	(\$41,990)	

<b><i>Objective: Simplify and Streamline Funding</i></b>	<b>BASE EIA APPROPRIATION</b>	<b>EOC Increase/Decrease</b>	<b>Governor Increase/Decrease:</b>	<b>House Increase/Decrease:</b>	<b>Senate Increase/Decrease:</b>	<b>Explanation:</b>
Consolidate the following line item appropriations into one line item distributed by number of students in districts who are eligible for free/reduced price lunch program and/or Medicaid. The funds would only be expended on intervention strategies that improve reading proficiency across all content areas (English language arts, mathematics, science and social studies) and all grades. All districts would be held harmless so that no district would receive less funds in FY09 than it did in FY08. The hold harmless provision would be phased out over the next three years through revenue growth and increase in EFA.	<b>(\$192,589,708)</b>	<b>(\$192,589,708)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<u>Governor:</u> No consolidation of funds <u>House:</u> No consolidation of funds
Act 135 Academic Assistance (\$120,436,476)						
Reduce Class Size (\$35,047,429)						
Summer School (base plus annualization) (\$31,000,000)						
Parent Support (\$4,159,555)						
Family Literacy (\$1,946,248)						
INTO: Allocation to Districts to Improve Reading Proficiency across all content areas (English language arts, mathematics, science and social studies) and grades		<b>\$189,189,708</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
Create separate line items XI.EIA.F.2. Other Agencies and Entities for:						
Accelerated Schools Project and eliminate Proviso 1A.26.	<b>\$0</b>	<b>\$200,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
Delete provisos 1A.26. and 1A.27. and create a new proviso to allocate funds for the SC Urban Leagues Parental Involvement at \$100,000, the SC Afterschool Alliance at \$250,000 and the SC Communities-in-Schools at \$200,000 which were funded from Parent Support/Family Literacy						
Create separate line item in SCDE for:						
Reading Recovery at \$3,200,000 and eliminate Proviso 1A.11.	<b>\$0</b>	<b>\$3,200,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
Consolidate the following EIA lines into one line item appropriation:						
Handicapped Student Services	<b>(\$4,205,017)</b>	<b>(\$4,205,017)</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$244,858)</b>	
P.L. 99-457 Preschool Children w/ Disabilities	<b>(\$3,973,584)</b>	<b>(\$3,973,584)</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$231,382)</b>	
Services for Students with Disabilities		<b>\$8,178,601</b>	<b>\$0</b>	<b>\$0</b>		
Eliminate Competitive Teacher Grant Program	<b>\$1,287,044</b>	<b>(\$1,287,044)</b>	<b>(\$1,287,044)</b>	<b>\$0</b>	<b>(\$74,945)</b>	
Allocate funds for TECH Prep and High Schools that Work to the EEDA which is funded in the General Fund:						
TECH Prep	<b>(\$4,064,483)</b>	<b>(\$4,064,483)</b>	<b>(\$3,489,483)</b>	<b>\$0</b>	<b>(\$236,675)</b>	
High Schools that Work	<b>(\$1,000,000)</b>	<b>(\$1,000,000)</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$58,230)</b>	

<b><i>Objective: Continue Implementation of EAA</i></b>	<b>BASE EIA APPROPRIATION</b>	<b>Recommended Increase/Decrease</b>	<b>Governor Increase/Decrease:</b>	<b>House Increase/Decrease:</b>	<b>Senate Increase/Decrease:</b>	<b>Explanation:</b>
<b>Technical Assistance -</b>	<b>\$81,102,688</b>	<b>\$0</b>	<b>(\$9,955,839)</b>	<b>\$0</b>	<b>(\$4,722,610)</b>	
Minimum allocation of \$250,000 per 156 Unsatisfactory Schools and \$75,000 per 290 Below Average Schools						
Planning Grants of \$570,000 (\$10,000 per 57 schools)						
Additional Discretionary Funds of \$15.0 million to schools with an absolute rating of Below Average or Unsatisfactory based on severity of problems and likelihood of positively impacting student achievement						
National About Face Program (\$930,000 per proviso)						
5% to SCDE (\$3,862,688)						
External Review Teams: 101 teams for continuing Unsatisfactory schools at \$24,304 (\$2,454,704) and 55 ERTS and liaisons for new Unsatisfactory schools at a cost per school of \$14,291 (\$786,005) (No increase for FTEs as requested; support costs included \$208,000	<b>\$1,372,000</b>	<b>\$2,076,709</b>	<b>\$2,043,849</b>	<b>\$0</b>	<b>(\$79,892)</b>	
School Improvement Council	<b>\$200,918</b>	<b>\$37,500</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$11,699)</b>	
<b>Assessment -</b>				<b>\$0</b>		
1. Fund formative assessments for 300,000 students in grades 3 through 8 at \$12 per student (up from \$9 this year). SCDE requested \$14.4 million or \$24 per student. Base appropriation is \$3,950,000 in General Funds.		<b>\$1,000,000</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$1,200,186)</b>	<u>House:</u> Allocated an additional \$1.0 million in non-recurring funds
2. Career and Technology Education (CATE) Technical Skill Assessments - Starting in 2008-09 skill assessments required by federal legislation (Perkins Act of 2006); Recommended last year by EOC but not funded	<b>\$0</b>	<b>\$800,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
<b>Data Collection -</b> No increase for FY2008-09	<b>\$2,966,490</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$95,407)</b>	
<b>Student Identifier</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$77,332)</b>	
<b>Report Cards</b>					<b>(\$56,588)</b>	
<b>Professional Development NSF Grants</b>					<b>(\$168,889)</b>	
<b>Professional Development</b>					<b>(\$407,610)</b>	
<b>Reduce Class Size</b>					<b>(\$2,040,812)</b>	
<b>OTHER:</b>						
<b>Darlington County Proviso</b>				<b>\$1,000,000</b>	<b>\$0</b>	
<b>SC National Guard Youth challenge Program</b>				<b>\$400,000</b>	<b>\$0</b>	
<b>Aces Program at DJJ</b>				<b>\$200,000</b>	<b>\$0</b>	
<b>Wil Lou Gray Opportunity School</b>				<b>\$200,000</b>	<b>\$0</b>	
<b>Boys and Girls Club</b>				<b>\$260,000</b>	<b>\$0</b>	
<b>South Carolina Charter Schools</b>				<b>\$500,000</b>	<b>\$470,885</b>	

[illegible]

**Summary of Proviso Changes for FY2008-09**  
**As Approved by the House of Representatives and Senate**  
**Fiscal Year 2008-09 General Appropriations Bill, H.4800**  
**(References are also made to the Governor's Recommendations)**

**Provisos Recommended by EOC and Acted upon by the House and Senate:**

**1A.4., 1A.6., 1A.8., 1A.11, 1A.17. and 1A.40.**

**EOC Recommendation:** Amend provisos to delete duplicative reporting requirements for several EIA programs. The EOC has statutory responsibility to, among other tasks, make programmatic and funding recommendations to the General Assembly, to report annually to the General Assembly, Board of Education and public on the progress and needed changes to the EAA and EIA, and to monitor and evaluate the functioning of the public education system. To provide meaningful information and to attain the greatest return on investments of resources, the EOC would like to construct comprehensive program evaluations and report over a three-year period on programs and services. In addition the EOC has undertaken an online programmatic and budgetary survey that will provide consistent information on all EIA and EAA programs. The results of the survey are available for public review on the EOC website.

**House and Senate:** Concurred with EOC recommendations and amended Provisos 1A.4., 1A.6., 1A.8., 1A.11, 1A.17. and 1A.40 accordingly.

**1A.42. (SDE-EIA: Technical Assistance)**

**EOC Recommendation:** To amend 1A.42. to guarantee that each school with an absolute rating of below average would receive a minimum allocation of \$75,000 for technical assistance, and each school with an absolute rating of unsatisfactory, a minimum of \$250,000. The South Carolina Department of Education (SCDE) would then allocate approximately \$15.0 million in additional discretionary funds to these schools based upon the severity of the problems and the likelihood of positively impacting student academic achievement. SCDE will provide regional workshops to assist schools in designing school renewal plans and selecting intervention strategies. The proviso would require the chairman of the local school board, the superintendent and the principal of each underperforming school to attend at least one of these workshops. The proviso also requires schools and districts to submit information to the EOC or SCDE as needed to determine effective use. By October 1 SCDE will also report to the EOC, delineate the reasons why schools have had an absolute rating of unsatisfactory or below average for the past four years.

**House:** Concurred with EOC recommendations and amended 1A.42. accordingly.

**Senate:** Concurred with EOC recommendations and added a sentence that the South Carolina Department of Education may retain up to \$5.0 million of EAA technical

assistance funds to create an innovation grant program to assist schools in implementing strategies demonstrated for yielding strong student achievement.

**1A.56. (SDE-EIA: Teacher Recruitment/Retention Task Force)**

**EOC Recommendation:** Delete Proviso 1A.56. in its entirety because the Teacher Recruitment and Retention Task Force had completed its work and submitted a report.

**Governor:** Concurred with EOC recommendation and deleted proviso

**House and Senate:** Concurred with EOC recommendation and deleted proviso 1A.56.

**1A.60. (SDE-EIA: 3 Year Technical Assistance Plan)**

**EOC Recommendation:** Delete the following proviso in its entirety. If not deleted the proviso would set up a tiered system of technical assistance whereby schools would be funded at different levels.

**House and Senate:** Concurred with EOC recommendation and deleted proviso 1A.60.

**1A.61. (SDE-EIA: XI.E.1-Public Choice Innovation Schools)**

**EOC Recommendation:** Amend the proviso to address implementation issues regarding the first year of the program's operation.

**House:** Deleted the proviso in its entirety and funding for the program.

**Senate:** Like the House, deleted the program but did allow funds from current fiscal year to be carried forward into Fiscal Year 2008-09.

**Provisos Recommended by EOC but NOT Recommended by Senate or House:**

**1. Closing the Gap Award Proviso--** To focus more public attention on the significant academic achievement of schools that are achieving academic success and are closing the achievement gap, the EOC would recommend increasing the appropriation for Palmetto Gold and Silver and including a special recognition for schools that close the achievement gap. The schools would be identified and recognized by the EOC and receive a \$5,000 reward.

**2. Report on Educational Services to Children with Special Needs and Disabilities**  
– The EOC recommended a report on programs for students with special needs and



disabilities to provide the necessary data to review the weights for students with disabilities under the EFA and to determine the resource needs of the program.

**3. Consolidation of several programs and line items to focus on Reading Achievement** – The EOC had recommended the consolidation of several line items into one line item focusing on improving reading proficiency of students in all grades and across the four content areas. Research has documented that the ability to read proficiently is a fundamental skill affecting a student's learning experiences and school performance. Research also demonstrates that students who are competent readers perform better in other subjects like math, science and social studies and are more likely to graduate from high school.

**Other Changes to EFA, EAA, EIA and CDEPP as Recommended by the House and Senate:**

**1.3. (SDE: EFA Formula/Base Student Cost Inflation Factor)**

**Governor, House and Senate:** Amended to increase base student cost from \$2,476 to \$2,578.

**1.45. and 1A.44. (SDE: School Districts and Special Schools Flexibility)**

**House:** Amended to require districts to provide Public Charter Schools information on the per pupil allocation for each categorical program prior to transferring any funds pursuant to the flexibility provisos.

**Senate:** Adopted the House change and added language that for Fiscal Year 2008-09 school districts are not required to meet the local financial effort requirements of Section 59-21-1030.

**1.50. and 1A.28. (SDE: National Board Certification Incentive)**

**House and Senate:** Amended to clarify that teachers must be US citizens or permanent resident aliens. Also amended to clarify that teachers who apply for National Board certification but who fail to obtain certification may be eligible for full forgiveness of the loan accordingly: one-half of the loan principal amount and interest upon submission of all required materials for certification and the remainder forgiven at the rate of 33% for each year of full-time teaching in the same school regardless of whether the schools rating improves to average or better during the forgiveness period or whether the individual teaches in another school with an absolute rating of below average or unsatisfactory.

**Governor:** Amended to sunset the program. Governor recommended that the program not make any loans in Fiscal Year 2008-08 and that teachers applying

for and receiving certification on or after July 1, 2007 would not receive state salary supplement.

**1.64. (SDE: Child Development Education Pilot Program)**

**House:** Amended to update fiscal years and to increase per child reimbursement for instruction from \$3,931 to \$4,093.

**Senate:** Deleted the proviso in its entire and inserted language of S.815 which was given third reading in the Senate on April 23, 2008.

**1.66. (SDE: 0 to 4 Year Old Standards)**

**House and Senate:** Deleted proviso requiring task force to develop quality standards for programs serving children ages 0 to 4 because the report has been published.

**1.72. and 1A.59. (SDE: Formative Reading Assessment)**

**House and Senate:** Amended to allow districts to utilize state, local and federal funding for formative reading assessments that have been approved for use by the SCDE in lieu of using the State Board approved formative reading assessments for grades one and two.

**1.73. (SDE: Child Development Education Pilot Program-4 Year Olds)**

**House:** Amended to carry forward at least \$5.0 million in CDEPP funds from the current fiscal year to be used for CDEPP in 2008-09 as coordinated by the Office of First Steps and the South Carolina Department of Education.

**Senate:** Amended to expressly allocate \$3.2 million to First Steps for CDEPP and the remaining funds to SCDE. The proviso stipulates that enrollment based on December 1, 2008 counts will be used to reallocate funds from OFS to SCDE if needed.

**Governor:** Also recommended carrying forward unexpended funds from current fiscal year to Fiscal Year 2008-09.

**1.74. (SDE: Physical Education Assessment Program)**

**House and Senate:** Amended to require SCDE to review and revise the physical education standards and physical education assessment with field testing in school year 2008-09.

#### **1.77. (SDE: Prohibit Advertising on School Buses)**

**House:** Added to prevent SCDE and school districts from selling advertisement space on school buses.

**Senate:** Deleted proviso.

#### **1.78. (SDE: Transfer Funding for EFA)**

**House:** Added a new proviso stating that the State Treasurer will transfer from the Homestead Exemption Fund to the EFA reserve fund sufficient monies to provide that each school district will receive at least the same amount of funding under the EFA in FY2008-09 as it received in FY2007-08.

**Senate:** Deleted proviso

#### **1.79. (SDE: Technical Assistance)**

**House:** Added a new proviso to say that schools which receive individual report cards yet share a school identification number and would receive less technical assistance funding in Fiscal Year 2009 than in Fiscal Year 2008 will receive technical assistance funding based on the two separate report card ratings. These schools may not receive more funding than they received in Fiscal Year 2008.

**Senate:** Deleted proviso

#### **1.80. (SDE: Charter School Funding Schedule)**

**House:** Added a new proviso stating that districts with locally approved charter schools will receive funds by the fifth day of student attendance at the beginning of each school year for those charter schools with approved incremental growth and expansion as provided in their charter application. Funding will be adjusted at the 45-day school count as is currently the case with the EFA. The proviso does not apply to schools approved and operating under the South Carolina Charter School District.

**Senate:** Amended the House proviso to clarify that SCDE must release fund to districts on behalf of their charter school no later than 15 days after receipt of verified student enrollment. Then districts must provide the funding to the charter schools no later than 30 days after receipt from SCDE.

**1A.18. (SDE-EIA: XI.C.2.-Teacher Salaries/SE Average)**

**House and Senate:** Amended to reflect that the Southeastern average teacher salary is projected to be \$47,004 up from \$45,179 in FY08. It remains the intent of the General Assembly for the average teacher salary in SC to be \$300 above the Southeastern average.

**1A.20. (SDE-EIA: XI.A.1-Work-Based Learning)**

**House and Senate:** Amended to clarify professional development opportunities to be provided for Work-Based Learning Programs.

**1A.26. (SDE-EIA: XI.B-Parenting/Family Literacy)**

**House:** Amended to require the Accelerated Schools Project at the College of Charleston and the South Carolina Urban Leagues to submit a report to the Education Oversight Committee, the Department of Education, the Senate Finance Committee and the House Ways and Means Committee on the expenditure of the funds appropriated to the Accelerated Schools Project at the College of Charleston and the South Carolina Urban Leagues state-wide parental involvement programs.

**Senate:** Amended proviso to delete funding for the Accelerated Schools Project and the South Carolina Urban Leagues statewide parental Involvement program.

**1A.33. (SDE-EIA: XI.C.2-Teacher Supplies)**

**House and Senate:** Increased classroom teacher supply reimbursement rate from \$250 to \$275. The rate was \$275 this fiscal year but funded with non-recurring, EIA cash balance funds. The additional cost, \$1,715,000, for FY2008-09 was funded by the House through non-recurring funds.

**1A.41. (SDE-EIA: Report Card Printing)**

**House:** Amended the proviso to require the South Carolina Department of Education to condense the report card to a two-page executive summary that must include relevant school and district contact information, school and district ratings including longitudinal history, similar schools information, AYP information and NAEP information. All other required report card information must be made available on the school and district website, at the school and upon request.

Savings from condensing the report card will be allocated to the High Schools that Work program and school bus operations.

**Senate:** Ruled out of order; in violation of Senate Rule 24.

#### **1A.62. (SDE-EIA: EIA Cash Balance)**

**Governor, House and Senate:** Deleted proviso which allocated EIA cash balances. There no longer exists any balance of EIA funds.

#### **Other Changes to EFA, EAA, EIA and CDEPP as Recommended by Senate ONLY:**

##### **1.21. (SDE: Mathematics and Science Unit of the Office of Curriculum and Standards)**

**Senate:** Deleted proviso allocating \$75,000 to the Charleston Science and Mathematics Center for curriculum development for the South Carolina Aquarium.

##### **1.24. (SDE: Adult Education/Literacy)**

**Senate:** Amended proviso to delete \$2,000 in funds for adult education for the North Family Community School.

##### **1.71. (SDE: Education Finance Act Reserve Fund)**

**Senate:** Amended to extend EFA reserve fund to include employer contribution funds. All districts are essentially held harmless in the event that the index of taxpaying ability or errors in the distribution. No district will receive fewer funds in the current year than in the prior year except for changes in WPU counts. On the other hand, districts experiencing growth in WPUs will be compensated for the increase only if funds are available. The proviso limits all appropriations from the Reserve Fund to \$12.0 million.

##### **1.81. (SDE: Unexpended Star Academy Funds)**

**Senate:** Added proviso allowing SCDE to transfer \$585,000 to the Arts Commission for the Education, Arts and Cultural Tourism grants program and \$615,00 to the Department of Probation, Parole and Pardon Services for the implementation of the Ignition Interlock Program from unexpended funds carried forward from the prior fiscal year for the Star Academy Dropout Prevention Program.

**1A.4. (SDE-EIA: XI.A.1-Gifted & Talented/Jr. Academy of Science)**

**Senate:** Deleted the proviso in its entirety which allocated \$100,000 in Gifted and Talented funds to the Jr. Academy of Science

**1A.10. (SDE-EIA: XI.A.4-Academic Assistance/Formula Funding & Distribution)**

**Senate:** At request of EOC, changed formula of allocating Act 135 academic assistance funds to reflect current statewide testing program

**1A.27. (SDE-EIA: XI.B.-Parenting/Family Literacy/Communities-in-Schools)**

**Senate:** Deleted proviso allocating \$200,000 to Communities in Schools.

**1A.45. (SDE-EIA: Critical Geographic Area)**

**Senate:** Ruled out of order; in violation of Senate Rule 24.

**1A.47. (SDE-EIA: EAA Summer School, Grades 3-8)**

**Senate:** Initial proviso ruled out of order because it violated Rule 24. Then an amended version of 1A.47. was adopted by the Senate. The revised version only stipulates how funds for summer school are allocated to districts based on the number of academic subject area scores below the basic on the prior year Spring PACT administration for students in grades three through eight and on the number of students entering ninth grade who score below proficient in reading. Funds for the SC Afterschool Alliance were also deleted.

**1A.64. (SDE-EIA: Accountability Program Implementation)**

**Senate:** Added a proviso to allow the EOC to carry forward funds for administration of the EAA

**OTHER:**

**Governor:** Recommended adding a new proviso to implement the Palmetto Early Graduation Reward Program whereby students who graduated in six semesters from high school would receive a \$2,000 scholarship and students who graduated in seven semesters, a \$1,000 scholarship. An amendment to H.4800 was introduced to implement the Palmetto early Graduation Reward Program but not adopted by the House during floor debate on the appropriations bill.